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ABSTRACT

A total of 577 annotated citations of materials concerning preschool education and related topics are provided in this selective bibliography of the 1988 literature from Austria, Czechoslovakia, Russia, Canada, France, Sweden, Hungary, Germany, Bulgaria, Poland, and Switzerland. Sections of the bibliography provide references to materials on: (1) social and ideological foundations of preschool education; (2) theoretical foundations of preschool education; (3) organization of preschool education; (4) educators of preschool children; (5) play; (6) preschool teaching; (7) health care and physical education; (8) social and emotional development and moral education; (9) speech and language education; (10) intellectual development and intellectual education; (11) aesthetic education; (12) education of children with special needs; (13) environmental education; and (14) the child's environment. Titles are in the language of origin with English translations. Annotations are in English. (RH)

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1 SOCIAL AND IDEOLOGICAL FOUNDATIONS OF PRE-SCHOOL EDUCATION

1.1 Czechoslovak Socialist Republic

1. BĚLINOVÁ, L.: Úkoly XVII. sjezdu v oblasti předškolní výchovy. (Tasks set by the XVIIth Congress in the area of pre-school education).
Predškolská výchova, 42, 1987/1988, no. 5, pp. 2-5
2 refs.

   Excerpt from a paper presented at the 1987 Fulnek Days. An overview of the ten years since the promulgation of the document on the Development of the Czechoslovak Educational System have shown that evident achievements have been reached in pre-school education. The specificity of nursery school is appreciated which allows for varied and versatile work with the children bearing in mind the specific conditions of the respective nursery school and the individual approach of the teacher to the children.

2. PŠENÁK, J.: 40. výročie zákona o základnej úprave jednotného školstva a jeho význam pre rozvoj predškolskej výchovy. (The 40th anniversary of the Act of Law on the basic provision of a unified educational system and its importance for the development of pre-school education).
Predškolská výchova, 42, 1987/88, no. 8, pp. 1-4

   The educational law of 1948 for the first time in history incorporated the nursery school as the first level of the educational system. The work programme which was issued in the same year provided the basis for systematic and purposeful work. New and more demanding tasks in the field of education were set by the document "Development, present state and further tasks of the Czechoslovak educational system". As for nursery schools the document provided that their pedagogical function should be enhanced, that a new programme of educational work should be developed and verified and that children of pre-school age should be prepared for entry into basic (primary) school. The new concept of pre-school education adopted in 1976 se the following tasks: to deepen the ideological and political orientation of pre-school education, to establish a unified system of communist pre-school education, to improve the quality of methodological work. The Programme of educational work was drawn up along these lines in 1984. The theory of pre-school education is being developed , new pre-school institutions are being built and the vocational training of teachers in nursery schools is being upgraded.

3. RUSNÁČKOVÁ, M.: V prospech detí. (To the benefit of the children).
Predškolská výchova, 42, 1978/88, no. 2, pp. 4-5

Pre-school institutions in the Czechoslovak Socialist Republic, with the exception of crèches which are run by the sector of health care, are attended by 705 485 children from early childhood to entry in basic (primary) school. Apart from this 3,955 children who had not attended nursery school attended preparatory departments before starting basic school. 88.8% of the total population of children of the respective age attend nursery school. The network is gradually expanding of special nursery schools for disabled children. 9,726 children attend these schools which are differentiated by the type of handicap which they cater for. In the future attention will focus on improving the unified system of pre-school education, on the smooth transition of children from crèches to nursery school, on the further improvement of the Programme of educational work in crèches and nursery schools, on seeking ways of improving the results of physical, intellectual, moral and aesthetic education of children. Special attention should be devoted to children from less stimulating environments. The demand is gradually being met that all gypsy children, namely the five-year olds, should attend pre-school institutions. At present 22,408 gypsy children attend nursery schools.

1.2 Socialist states

4. Aktualni postanovki na problema za priemstvenostta mezhdu detskata gradina i I - III klas na ESPU. (Current concept of the continuity between nursery school and grade 1 - 3 of the unified secondary polytechnical school.)
   Preduchilishtno vǎzpitanie, 36, 1988, no. 4, pp. 3-48

   The keynote paper and other communications are presented from a workshop of specialists from pedagogical departments of Bulgarian universities, scientific institutes and ministries on teaching languages, mathematics, music, PE, aesthetic education, work training and computer literacy.

5. Etapnaya vexa v dele perestroiki. (Milestone in the perestroika.)
   Doshkolnoye vospitaniye, 1988, no. 9, pp. 1-7

   An important stage in the development of Soviet society was the All-Union Conference of the Communist Party of the Soviet Union which discussed two main problem areas:

1. the process of the implementation of the decisions taken by the XXVIIth Congress of the Soviet Communist Party, the main results achieved in the first half of the twentieth fiveyear plan and the tasks of party branches in the implementation of perestroika; 2. measures for the further democratisation of the life of the party and Soviet society, i.e., also including questions relating to science, culture and education. The importance was emphasised of the education of the people. Great responsibility for its quality is borne by the teachers and tutors. The present generation of children will in the next century be implementing the ideas of socialism. The pre-requisites for this are formed in pre-school age. A lot in this respect is determined by the relationship between the teachers and the children in nursery school. Indolence, impassive submission, the inability to think independently and democratically must not be inculcated and developed in children, the children's initiative, independence and individuality must not be damped even in nursery school just because the authoritarian approach is easier. The idea of democratisation was emphasised at the conference as one of the important conditions for the transformation of the school, the education of the people and for educational work with the young generation. Many participants criticized the fact that so far the necessary material and social conditions had not been created for children, families and women and mothers, places in nursery schools are lacking for one and a half million children. The education of the new generation must be endorsed by the whole society. The young pioneer movement must become the initial school of aware citisenship and morality.

6. HEPKE, E.: 40 Jahre "Neue Erziehung im Kindergarten".
(40 years of the Journal Neue Erziehung im Kindergarten.)
Neue Erziehung im Kindergarten, 1988, no. 6, pp. 113-114
4 refs.

An editorial published by a staff worker of the Ministry of Education on the occasion of the 40th anniversary of the establishment of the journal New Education in Nursery School. The author assesses the contribution of the journal to the theory and practice of socialist pre-school education in the German Democratic Republic and its positive impact on the initial and in-service education of educationalists in nursery schools.

7. KOUTUN, J.: Leninské princípy rozvoja socialistickej školy a súčasnosť. (Leninist principles of the development of the socialist school and the present.)
Predškolská výchova, 42, 1987/1988, no. 4, pp. 2-4

An international conference of the socialist countries took place under this title in Moscow in May 1987. It was introduced by the keynote paper "Creative development of the Leninist principles of socialist pedagogy under present conditions" presented by M.I. Kondakov, President of the Academy of Pedagogical Sciences of the USSR. The basic principles of the socialist school are its class character and political nature. The unified school is the outcome of the democracy and humanism of the socialist educational system. The present stage of the advance of socialism and its future prospects require that greater differentiation be made in the education of the young generation, especially at middle level. Electible subjects, the work of different hobby groups and the differentiated preparation of youth for different areas of social practice have a significant place in the strategy of the unified school. The allround development of the personality is closely linked with the unified school. The concept of a comprehensive educational process and its diverse models should be developed to meet present demands.

8. KUZNETSOV, G.: Perestroika doshkolnogo dela - veleniye vremeni. (Restructuring of pre-school education - the order of the day.)
Doshkolnoye vospitaniye, 1988, no. 8, pp. 2-6

The conclusions of the Plenary Meeting of the Central Committee of the Communist Party of the Soviet Union of February 1988 state that special attention should be focused on pre-school education, i.e. the first link in the system of the education of the people. Institutions of pre-school education in the Russian SFSR are attended by more than 70% of all children of pre-school age and employ some one million personnel. There is a lot to improve in all areas of the work of these institutions. This mainly depends on the teachers who should assess their work from a new viewpoint. It has become evident that the restructuring process in the field of education should also incorporate teacher training at secondary and higher education levels. The system of in-service teacher education should be improved and departments of pre-school education established. The educational authorities should refrain from unjustified regulation and petty care and that they should establish real conditions for initiative and creative activity of educational personnel. Personnel work should be democratised and teaching staff and public organisations should be let to independently evaluate the work of pedagogical staff. Special attention should be devoted to institutions with bi-lingual instruction and experience should be generalized which has been gained with the common education of children of different nationalities in institutions of pre-school education.

9. Mit guter Erziehungsarbeit auch im Kindergarten den IX. Pädagogischen Kongress vorbereiten.(The 9th Pedagogical Congress should also be prepared by good educational work in the nursery school.)
Neue Erziehung im Kindergarten, 1988, nos. 7-8, pp.137-131
6 photos, 4 refs.

An interview with E. Hepke, head of the department for pre-school education of the Ministry of Education of the GDR on preparations for the 9th Pedagogical Congress to be held in June 1989. The present line in the theory and practice of pre-school education and especially of work according to the new programme may be enhanced by the Congress. E. Hepke pointed out the main principles of pedagogical work in the nursery work as being the collective way of life of the children, optimism and the individual development of each child, the linkage of practical experiences and activities in the interest of the allround development of the child. All said demanding goals may be attained through the concrete creative work of every teacher and every nursery school.

10. MOSKVITIN, A.: O razvitii obshestvennogo doshkoĺnogo vospitaniya v Komi ASSR. (The development of public pre-school education in the Komi Autonomous SSR.)
Doshkoĺnoye vospitaniye, 1988, no. 9, pp. 8-9

The first nursery school on the territory of this autonomous republic was established in 1918. At present nursery schools here are attended by 80 - 90% of children of pre-school age. More than 50% of the nursery schools are in the rural areas. As yet unresolved is the problem of the establishment of special nursery schools for handicapped children. 970 of the teachers have attended a pedagogical study course. In 1986 the Faculty of Pre--School Education was established by the Department of Distance Studies of the State Pedagogical Institute. Every year 75 students are enrolled. The educational programme "Health" has been developed for the period leading to 1990. The effectiveness has increased of physical education and of inuring procedures. It is desirable that children should acquire a knowledge of the Russian language already in nursery school. A programme has been developed for nationality schools which includes speech development in the mother language, learning to know the environment and games which reflect the way of life of the Komi nation. A collection of works on the Russian language has been published. Learning both languages enriches the life of the children gives them a better knowledge of the surrounding world and inculcates in them patriotic and internationalist feelings.

11. Narodnomu obrazovaniyu - korennuyu perestroiku.
(Fundamental restructuring for the education of the people.)
Doshkolnoye vospitaniye, 1988, No. 5, pp. 2-8

The main postulates are outlined which were presented at the plenary meeting of the Central Committee of the Communist Party of the Soviet Union in February 1988, namely those relating to pre-school education. Costs of education make up 10% of the State budget, the costs of one child in a pre-school institution amounted to 472 rubles in 1987, for a pupil in general educational school 309 rubles a year. The system of pre-school education is not generally appreciated despite the fact that it is an important stage in the education of the people. In the rural areas of some republics pre-school institutions are attended by a mere 4 -13% of children of pre-school age. The instruction of six-year olds has not been successfully resolved. Many pre-school classes for six year olds are placed in nursery schools. The Decision recommends a revision of the system of pre-service and in-service education of teachers who should be given the right to creativity, to a choice of instruction methods, to organise the process of education. New models of schools, boarding schools and children's homes, pre-school, school and after-school institutions should be developed whose common goal will be to provide the development of the creative abilities of children and youth. Specialised classes will have to be established with extended instruction in the Russian language and in foreign languages, literature, geography, biology, chemistry, informatics, history, music and sports. The school should develop dialectical thinking in young people, should acquaint them with the history of humankind and especially with the history of their homeland, its revolutionary past. Great emphasis is therefore being put on the quality of instruction in social science disciplines. The teacher and tutor are the basic elements in the restructuring of the education of the people and attitudes to them must change fundamentally.

12. V reaĺnykh delakh kazdhogo - zalog uspekha. (The guarantee of success rests in the work of the individual.)
Doshkolnoye vospitaniye, 1988, no. 10, pp. 4-7

An interview with the head teacher of a Moscow crèche and nursery school who was a delegate to the XIXth Party Conference. Her views on improving pre-school education are presented: pre-school institutions should be built

to correspond to the population growth, also in Moscow there is a lack of places in nursery schools. The numbers of children per department should be reduced. Newly built nursery schools should include a gymnasium, bedrooms, preferably indoor swimming pool. There should be no differences between enterprise and state-run pre-school institutions. Enterprise-run institutions are usually better equipped and personnel are better paid. Teachers' salaries do not evaluate the quality of their work. The fees paid by parents towards the costs are very low and represent less than one fifth of the actual costs. If the parents paid more a pre-school fund could be established to reimburse teachers for good work. Personnel in pre-school institutions should be given greater say in determining the content of educational work. The pre-school education system should get rid of the redundant work of methodologists at all levels. Any improvement in the work of the pre-school institution depends on the awareness of personnel and on the attitude of the teachers to their duties and especially on their relationship with the children.
(vis also entries nos. 24, 71, 72, 116)

1.3 Capitalist states and developing countries

13. BERNSTEIN, T.N. - IRAM, Y.: Early Childhood Education of the Basques in Spain and the Druse in Israel: A Comparative Perspective.
International Journal of Early Childhood, 19, 1987, no. 2
pp. 1-11
21 refs.

The Basques and the Druze represent minorities in present day Spain and Israel, striving to preserve their national identity against oppression to which they are exposed from the part of the state. For the Basques the language (Euskera) has become the means of the struggle for preserving their national identity while the Druse differ by their religion (from the Muslims). For both ethnic groups education is an important tool in their struggle for cultural and political independence. As for pre-school children the Basques put great emphasis on teaching the mother tongue and on pre-school education in general. As for the Druse, children start school at the age of eight and pre-school education is considered to be less important. This difference is manifest both in the network and educational programmes of pre-school institutions and in teacher training.

14. CICOGNA, C.: *Special Educational Needs in the Italian Compulsory School System: A Personal Account.* International Journal of Early Childhood, *19*, 1987, no. 2, pp. 12-24

A historical survey is presented of the development of educational laws in Italy which culminated in the year 1977 with the promulgation of Act of Law no. 517 under which all children with special needs were integrated in the general education school. The new programme for the elementary level adopted in 1985 puts greater emphasis on acquiring the method and strategy of teaching than on the development of the children's aptitudes. The article gives a personal account of the experience of the author who as teacher, head teacher and inspector implemented Act no. 517. Practice has shown that despite the many obstacles that had to be overcome the integration of all handicapped children into the school system has proved to be correct.

15. CURTIS, A.M.: *Preduchilishnoto vǎzpitanie v Obedinenoto kralstvo.* (Pre-school education in the United Kingdom.)
Preduchilishtno vǎzpitanie, 36, 1988, no. 2, pp. 22-25

The author who lectures at London University, presents the specific characteristics of the British educational system describing various forms of pre-school education in State run and private institutions, play centres, etc., and Mother and Child clubs.

16. DELHAXHE, A.: *L'Ecole Maternelle Belge: Son Histoire, Ses Nouvelles Préoccupations.* (The Belgian nursery school: history and new worries.)
International Journal of Early Childhood, 20, 1988, no. 1, pp. 12-26
6 tabs., 13 refs.

Belgian nursery schools celebrate their 100th anniversary. Initially they were designed for children from poor social backgrounds and were to provide care and supervision. Gradually they changed into educational institutions. The fact that today nursery schools are free has increased the attendance of younger children who stay even beyound hours scheduled for the educational programme. This in turn causes educational, economic and social problems.

17. ELSCHENBROICH, D.: *Kinder in Japan - geliebt, geschützt, geforder.* (Children in Japan - loved, protected, stimulated.)
Der Schweizerische Kindergarten, 78, 1988, no. 6, pp.12-17
4 photos, 4 refs.

There is an expression in Japanese which does not translate into any other language and expresses the mother-child relationship in terms of passive love without fear that the child will become dependent on the mother. In her relationship with her child the mother is extremely patient, adapts to his pace, understands his needs. She remains with the child in close contact and in the rural areas she constantly carries her child on her back. The Japanese mother anticipates and precludes conflicts with her child, supports him even when he already attends school. She is interested in his text--books, subscribes to educational magazines. As concerns gifts and talents every Japanese is expected to have a high intelligence potential. The view prevails that performance does not stem from talent but is the result of hard work. Everyone can thus be proud of his achievements because they are the result of his own work. A japanese child knows 60 signs when he enters primary school which were taught him by his mother. These children have less difficulty learning Japanese signs than do their American counterparts learning the Alphabet. The basic group loyalty typical of the Japanese is manifest by the children's attendance of nursery school for at least one year before attending compulsory elementary school. By it's external organisation the Japanese nursery school does not differ in any special way from the European nursery school. Its specificity are its daily rituals, such as the roll call, the collective addressing of all children, the uniform. There are 30 - 40 children to every one class. The nursery schools are provided with a relatively small number of industrially manufactures toys but there is a lot of material, such as boxes and packaging material from which the children build admirable structures. The traditional Japanese origami mainly serves to teach the children precision, an understanding for detail, team work. Japanese children do not differ in the range of learnt skills but the school pays attention to their individual talents and leanings. The pupils spend a lot of their time in the school: six days a week and in the afternoons they attend music and sports lessons. As compared with the 12 years school attendance in the USA, Japanese children spend four mor years in school. They do not consider childhood to be the most beautiful time of their life. These years are mainly devoted to learning. Puberty as a phase of the generation conflict is non-existent in Japan. Adolescents are protected from sexual experiences, 35% do not gain such experience before the age of 20. They do not know and have no time for the European "disco". They are also protected from unemployment. They know that their future primarily rests in their own hands and in the hands of those who protect them: the mothers and the teachers. It remains a question whether passive love, the closest possible mother-child relationship will resist the pressure of western style emancipation.

18. MINDLINA, T.: Frantsiya: o sovremennoy praktike materinskikh shkol. (France: current nursery school practice.) Doshkolnoye vospitaniye, 1988, no. 7, pp. 93-97

The French nursery school has a rich tradition. The main theory of pre-school education is the theory of unconstrained education, the spontaneous development of the child. Official instruction issued fifty years ago define the goals, tasks and content of children's activities, they represent a certain conservatism of French pre-school pedagogy. The 1977 amendments did not change the content of education or its foundations. Under the said amendments the nursery school is to provide the allround and harmonious development of the child's personality. Nursery school pedagogy is based on the empirical knowledge of the child, is implemented in real conditions, through different activities and is child-centred. The teacher is not the dominant figure but the adviser who is expected to observe the children, identify their interests, skills and habits, predict situations during which the children will concentrate their attention on different types of activities. The nursery school is also expected to level the differences in the child's physical and mental development, between children coming from different backgrounds. This is very difficult to cope with because official guidelines recommend that learning should be adapted to the "individual" pace of the child from nursery school. This means that children are divided into "achievers" and "non-achievers" from nursery school. The former are given more difficult tasks, the latter easier tasks. Six-year olds can either attend nursery school or preparatory classes in primary schools. Progressive educationalists and scholars point to the danger of premature teaching to the detriment of the allround development of the child's personality. They have developed methods for speech development, for learning to read and write. In recent years a great number of methodological handbooks have been published for teaching the foundations of mathematics in the nursery school. Examples are presented from one of these handbooks.

19. PREIBIG, R.N.: Interkulturelle Erziehung im Vorschulalter. (Education of pre-school children from different cultural environments.)
Der Schweizerische Kindergarten, 78, 1988, nos.7/8, pp. 10-12
1 fig., 2 photos

Children from families of imigrant workers should hearn the language of their new environment as early as possible so as not to lag in their development behind other children. Cooperation is described between a Swiss nursery school and an Italian nursery school which developed into a day centre operated by the town of Chur and the Italian consulate. Of the 66 children attending the centre 11 were Italian speaking, 22 German speaking and 121 children were of different other nationalities. The children were divided into several departments, staff consisting of the head teacher, one Swiss and three Italian teachers, 1 child nurse and 8 student teachers. Mastery of the mother tongue is the basic pre-condition for learning a second language. Therefore the Italian children are taught in Italian and only then under the guidance of the German teacher do they learn German. The said organisation also benefits Swiss children who hear a second language and learn it quickly. A very positive aspect of the day centre is the fact that the children become accustomed to living in a mixed environment with other nationalities, and learn tolerance and cooperation.

20. REGAN, E.M. - MAYFIELD, M.I. - STANGE, B.I.: Canadian Alternatives in Early Childhood Programme.
International Journal of Early Childhood, 20, 1988, no. 1, pp. 3-11
8 refs.

The present development of Canadian society requires new forms of institutional care of children to be introduced corresponding to the changing cultural, language, social and educational conditions of the country. Institutions of a new type are being established on the basis of private initiative. Three such Institutions are described, namely the Central Regina Early Learning Centre established in 1977 and oriented to children of Indian ethnic origin. The Centre strives to attein such a level of development in these children which would allow them to successfully enter school while respecting Indian cultural and educational tradition. 2. Employer supported child care is provided by institutions established with the support of hospitals, offices and enterprises with a high proportion of women employees, mainly as day care centres. 3. Parent-child centres are widespread in many Canadian localities and their activities (weekly meetings with educational programme, joint excursions, celebrations, etc.), involve parents and their children. All three types of child care centres are marked by the closest possible cooperation with the family.

21. SMITH, A.B.: Recent Developments in Early Childhood "Educare" in New Zealand.
International Journal of Early Childhood, 19, 1987, no. 2, pp. 33-43
14 refs.

The prevalent majority of under fives in New Zealand attend seasonal pre-school child care institutions. Kindergartens and playcentres are established for 3-4 year olds. There also exist various types of child care institutions providing supervision, this not only during the day. The Kohanga Reo institutions have been operating since 1982. They educate young children in the Maori language and culture. These institutions are subsidised by the Maori Authority, the others fall under the administration of the Education Department.

see also entries nos. 33, 83, 104, 132, 137, 194, 422, 499

2 THEORETICAL FOUNDATIONS OF PRE-SCHOOL EDUCATION

2.1 General problems from the social science point of view

22. BUCHMANN, R.: Grundlagen und Bausteine zur modernen Pädagogik. (Foundations and building stones of modern pedagogy)
Verlag Paul Haupt 1985.
3 vols. - Pädagogik und Menschenwürde. Materialien zu einer Erziehung der Zukunft. Das Vorschulkind und die Kindergartenarbeit.
Rev.: Hardmeier-Chanson, A.: Menschen erziehen - ein pädagogisches Werk als Grundlage für die Kindergartenarbeit.
Der Schweizerische Kindergarten, 78, 1988, no. 1, pp. 36-38.
3 photos

The three volumes comprise a total of 1000 pages. Volume 1: Pedagogy and human dignity contains the chapters: Scientific theory, Philosophical anthropology, Philosophy and Pedagogy. Volume two contains entitled Materials for education for the future contain the chapters: Psychology of the personality, Social psychology, Learning about evolution, Picture of society. The third volume entitled The pre-school child and work in nursery school contains the chapters: Developmental psychology, Pedagogy (science of education, organisational and didactical recommendations for work in the nursery school).

23. HOHENDORF, G.: The Kindergarten Issue in the Educational Sciences of the German Working-Class Movement.
(The question of the nursery school in the science of education in the German working class movement.)
Historia Infantiae, 2, 1985, no. 2, pp. 143-156
24 refs.

The author focuses his attention on the development of three problems, namely cooperation between the family and public educational institutions, the integration of the nursery school in the educational system and the relation between play and handwork and their importance for the development of the child's personality. The views ase presented of representatives of the German working class movement (Zetkin, Bebel) on the said questions. As concerns the tried: play - learning - work, the authors follow up on the progressive heritage of the thoughts of F. Frobel.

24. KIRCHHÖFER, D.: *Die Herausbildung der Individualität des Vorschulkindes.* (Developing the individuality of the pre-school child.)
Neue Erziehung im Kindergarten, 1988, no. 9, pp. 179-184
15 refs.

The theoretical postulates are analysed of the concept of the new programme of education in the nursery school which emphasises the development of the individuality of the child through activity. The author points out that the child's individuality must be respected in collective education and notes that the development of the child's individuality is conditioned by the individuality of the teacher's personality. A list of articles published on the problem area in the journal Neue Erziehung im Kindergarten is included.

25. KOVÁČ, T.: *Mateřská škola a vývin tvorivosti detí.* (The nursery school and the development of children's creativity.)
Predškolská výchova, 41, 1988/1989, no. 3, pp. 4-6
4 graphs

Information is presented on a research project which studied the development of children's creativity during their three years of nursery school attendance. The results are represented graphically. The performance curve of measured intelligence, both general and verbal, rose almost linearly. The curve of showing performance in figural creativity rose, mainly thanks to an increase in originality, the curve showing the rise in verbal creativity was most dynamic which relates to the overall development of speech in children of this age. Verbal creativity performance and drawing performance fluctuated and most probably reflected the disturbing impact of the environment. Play has the greatest impact on the development of creativity, more than art education. The study showed that some types of creativity are sensitive to the impacts of the environment already in pre-school age.

26. LEMAITRE, M.-N.: Le corps aux sources de l'éducation.
(The body - a source of education.)
L'école maternelle française, 1987/1988, no. 9, pp.21-32
6 tabs., 2 figs., 12 refs.

The article deals with the relations between the physical and mental development of the child and its consequences for education. Following a brief historical introduction the author specifies the thought that the body is the basis and instrument of the development of man's expression and communication. From its contemplation on the multifold relationships between the physical and mental development of the child the author proceeds to discuss four problem areas: the knowledge of one's own body and its functions, the development, structure and functions of the brain, the importance of physical exercises and games, the functions of the motor system in the graphic performance of the child.

27. SODEN von, K.: "Wir bleiben alle ewig Kinder!" (We shall all always remain children.)
Spielen und lernen, 1988, no. 1, pp. 18-19
2 photos, 1 fig.

The author interviews Dieter Lenzen, professor of pedagogy, on his book Mythology of Childhood. As against most authors who believe that childhood is ever shorter and is in fact disappearing. Professor Lenzen proves that present-day childhood in fact never ends. He founds his belief on the social history of childhood which was based on accurately defined roles which were characterized by rituals (confirmation, baptism, wedding, motherhood) and in fact changes the social status of the individual. Man's contemporary life which in fact removes these rituals prolongs childhood and the boundaries separating the individual roles are no longer explicit.

28. WIĘCKOWSKI, R.: *Współczesne problemy wychowania przedszkolnego.* (Current problems of pre-school education.)
Wychowanie w przedszkolu, 41, 1988, no. 4, pp. 195-203
5 refs.

The theoretical and methodological problems of pedagogical work with children of pre-school age are discussed.

see also entries nos. 89, 129, 193, 212, 338, 339, 397

2.2 General biological and health problems

29. CREFF, J.: *Maturation et maturité.* (Maturation and maturity.)
L'école maternelle française, 1988/1989, no. 1, pp. 17-19

The first part of the article written by a French neurophysician discusses "maturation" which is conceived as a complex of processes proceeding towards the full development of the phenomenon under the impact of dynamics given by the genetic programme. The author's attention is mainly centred on the period of the intrauterine life of the individual. The development of the foetus and of the child demonstrate that the child is not a miniature of the adult. From this follows the educational postulate that the natural process of maturation should be stimulated and supported in its good time and not forced ahead of time. The second part of the article deals with maturity which is conceived as a state in which the period of maturation has been terminated and full development reached. The author devotes her attention to the organisation of the nervous system (the structure of man´s functioning and behaviour). The ability to choose is a significant characteristic of the human being and is conditioned by the structures of choice which exist in his conscious.

see also entries nos. 26, 187, 260, 261, 262

2.3 Methodology: research: comparative studies

30. HABIŇÁKOVÁ, E. - ZELINOVÁ, E.: *Vplyv spánku na aktivitu detí v jasliach.* (The effect of sleep on the activity of children in the crèche.)
Predškolská výchova, 43, 1988/1989, no. 1, pp. 7-11
4 tabs., 5 refs.

Information is presented on a research project which monitored the effect of sleep on the performance and behaviour of children between the ages of 19 - 21 months. The children were divided into two groups: children who got up at 5.30 a.m. and children who got up after 6.30 a.m. The children´s activities were recorded over the first 25 minutes after their arrival at the crèche and they also underwent a test for the recognition of geometrical shapes. In children who had been woken up earlier the researchers found reduced activity in all areas of psychomotor and social behaviour. The activities of these children were prevalently short which reflected easily diverted attention. In the test for geometrical shape recognition the children gave preference to simpler solutions. They withdrew to inactivity, sought rest positions, did not establish contact. The evidence of the negative effect of lack of sleep, i.e., the failure to meet the child's sleep requirements, point out that chronic sleep deficiency can cause poor prognosis of mental health and harmonious development in the affected child.

31. HALAMOVÁ, A. - MATĚJČEK, Z.: Zkouška rýmování u dětí na počátku školní docházky. (Test of rhyming in children at the beginning of compulsory school attendance.)
Psychológia and patopsychológia dieťaťa, 23, 1988, no. 6, pp. 541-548
5 tabs., 2 refs.

Information is presented on a 1985 research study by L. Bradley and P. Bryant centred on specific learning disorders, mainly the development of speech which affect subsequent reading and writing difficulties. They assume that through nursery rhymes and aliterations the ability of the child is developed to recognize sound groups in homonyms. On this idea they founded the "rhyming tests". The authors have modified the tests for Czech children. As against the English version the Czech test operates with monosyllabic meaningful words. The research involved 100 nursery school children (two age groups: between 4.8 and 5 years and 5.8 - 6 years respectively). The data obtained in the study are analysed with regard to a) the development of rhyming, b) the relationship between rhyming and development variables, c) the relationship to school achievement. The data indicate an evident development shift in the perception of aliterations and rhymes. There was no difference in performance between girls and boys. As compared with English children the Czech children's achievement was significantly lower.

Correlation with school achievement was positive. The authors state that the test may contribute towards identifying speech functions in pre-school age. It does, however, remain an open question whether the systematic practicing of "rhyming" can affect (or prevent) specific reading and writing disorders. In the English version the effect of the exercise for such prevention was proven.

32. KOVÁČ, T.: Možnosti rozvíjania tvorivosti detí predškolského veku. (Possibilities of developing creativity in children of pre-school age.)
Psychológia a patopsychológia dieťaťa, 23, 1988, no. 5, pp. 415-429.
4 tabs., 30 refs.

The significance is underpinned of stimulation and development programmes in contemporary psychology. Programmes are discussed for pre-school age: the development programme for intellectual education (L. Klindová - 1976), the Specific speech stimulating programme (D. Kopasová - 1983), Development of the creative potential in pre-school children through the non-verbal creativity programme (E. Šulcová - 1978). Analysed are the results of an attempt at developing programme for the development of creativity. Theoretically the programme proceeded from Guildford´s structure of intellect model. The research involved 40 nursery school children, the intervention programme was applied to 20. The effectiveness of the programme was identified using the Peabody Picture Vocabulary Test, the Terman-Meril test, the Product Improvement Test- Torrance (improving toys) and other subtests aimed at identifying children´s creativity. The creativity programme had positive influence on the performance of children in the experimental group, not, however, on the expected scale. Not all differences were statistically significant. In conclusion the author recommends that stimulation time should be extended, new procedures introduced in games and new procedurer and that effectivity should be verefied on a larger research sample.

33. NURSS, J.R.: Written Language Environments for Young Children: Comparison of Scandinavian, British, and American Kindergartens.
International Journal of Early Childhood, 20, 1988, no. 1
pp. 45-53
16 refs.

A comparison was made in the US of kindergartens in Norway, Sweden, Denmark, Great Britain and the USA of written language environments for young children. The comparison showed that there are different approaches to the problem in different countries this depending on the type of language and on educational tradition. Exchange of experience may prove beneficial and could enrich the theory and practice of the said countries.

see also entries nos. 13, 28, 75, 81, 359, 484, 559

2.4 History; personalities of pre-school pedagogy

34. ANTONOVA, E.: Preduchilishtnoto văspitanie v Ruse v kraya na XIX vek. (Pre-school education in Ruse at the end of the 19th century.)
Preduchilishtno văspitanie, 36, 1988, no. 2, pp. 18-22
13 refs.

The history is presented of nursery schools in Ruse, the Danube river port, in the 1880's and 1890's according to written sources. The article deals with the conditions of these schools, their equipment,the qualification of the teachers and the type of children who attended these schools.

35.BAĎURÓKOVÁ, Z.: Anton Semionovič Makarenko a predškolská výchova. (Anton Semionovich Makarenko and pre-school education.)
Predškolská výchova, 42, 1987/1988, no. 7, pp. 3-4
1 ref.

A.S. Makarenko´s thoughts on the education of children of pre-school age are still topical today. This is mainly trust in man, pedagogical optimism, respect for and demand upon him whom we are educating, and high demands on the educator. His views are stimulating even today: play and its control, the relation between play and work. Makarenko believed that pse-school age was suitable for building the foundations of aesthetic perception and feeling.

36. CATARSI, E.: Maria Montessori at the Congress of Women in London 1899.
Historia Infantiae, 2, 1985, no. 2, pp. 95-108

A brief characteristic is presented of the women´s movement at the end of the 19th century and the significance is outlined of the 2nd International Women´s Congress held in London in 1899. M. Montessorio attended the Congress as an official delegate of Italy and addressed it three times Italian historians assess her contribution to the international movement for women´s emancipation as being modest, they appreciate her significance for the process of making Italian women aware of their rights.

37. FOTTOVÁ, M.: K činnosti studovny učitelek mateřských škol. (The activity of the study room for nursery school teachers.)
Predškolská výchova, 42, 1987/1988, no. 5, pp. 22-23
3 refs.

The study room for Prague nursery school teachers was set up to concentrate capable teachers of different subjects and to systematically endorse and deepen all educational work in nursery schools. The study room has its sections for music, PE, puppetry, speech and pronunciation research, toys and aids, books for children, school catering, fine art, publicity. The department of music education established in 1934 was the most active. It became member of the Society for Music Education. In 1936 the Department attended the 1st international congress for music education for which it prepared a paper on music education in the nursery school and an exhibition which consisted od three parts: 1. Phoniatrics. 2. Music education of teachers. 3. Pedagogical recommendations for music education in nursery schools. The exhibition was later sent to Paris. In the years 1939 - 1945 the Department organised lectures and presented model lessons of music education which were attended by teachers from Prague and from other areas of the country. The presenters included composers and educationalists.

38. GALLO, J.: Predškolská výchova na Slovensku v období buržoázno-demokratickej Československej republiky. (Preschool education in Slovakia in the period of the bourgeois democratic Czechoslovak Republic.)
Predškolská výchovu, 43, 1988/1989, no. 3, pp. 1-4
9 refs.
Slovakia joined the Czechoslovak Republic in 1918. Is was marked by the industrially backward semi-feudal

character of Hungary of which it had been part and by the consequences of Hungarisation. Slovak education, namely the Slovak school, played an important role in the formation of the modern Slovak nation in the period of the bourgeois Czechoslovak Republic. In this period Slovak education recorded unprecendented growth. However, pre-school education was not given appropriate attention. In what used to be the Austro-Hungarian empire the Hungarian authorities had established a broad network of pre-school institutions which they used as an effective means of Hungarisation. The number of these institutions decreased during the period of the bourgeois Czechoslovak Republic. In 1937 the population ratio in Bohemia and Slovakia was 3 : 1, the ratio of pre-school institutions was 10 : 1. No attempt was made in Slovakia to establish a Slovak system of pre-school education. The education system in the bourgeois republic was founded on laws which had been adopted in the Austro-Hungarian Empire and were partly modified to suit the new conditions. Thus the law on the system of pre-school education was taken over from the period of Hungarization which Slovakia had rejected already at the time of its initial promulgation. A law on nursery schools was drafted which could have contributed to the unification of the system and content of pre-school education but this law was shelved after protracted procedure and controversy over competence in the matter. Pre-school education entered a new stage of development in Slovakia only after the end of the second world war in 1945.

39. HEWES, D.W.: The Kindergarten as an Assimilation Program for Immigrants to the United States, 1880 to 1900.
Historia infantiae, 2, 1985, no. 2, pp. 11-28
14 refs.

A historical study is presented characterising the function of Fröbel´s kindergartens as a factor which endorsed the assimilation of immigrants to the US. Women´s society´s and organisations played an important role in the establishment of these pre-school institutions. In the last decade of the 19th century Fröbel´s kindergartens were replaced by pre-school institutions of a different type.

40. IVANOV, I.: Stroitel´ pedagogiky budushchego. (Builder of pedagogy of the future.)
Semya i shkola, 1988, no. 3, pp. 18-20
1 fig.

To apply the work of A.S. Makarenko means to awarely and persistently overcome the tradition of pedagogy of extreme care and to spread in every possible manner the tradition of the comprehensive approach to education, to understand and realise the pedagogical process of the allround development of the personality of the builder and citizen of the communist society, to observe the surrounding world together with the children and to do what can be done to improve it: to reveal the system of good prospects and to jointly assess what had been done to bring it about. To develop a pedagogical approach based on the principle "Care of all to the benefit of everyone and everyone´s care to the benefit of all".

41. IZACHIK, V.A.: Krasota "Bodroy zhizni". (Beauty of "Happy Life".)
Semya i shkola, 1988, no. 6, pp. 21-24
1 fig. 1 ref.

On the occasion of the 110th anniversary of the birth of Stanislav Teofilovich Satsky (1878 - 1934) his practical work is remembered in the children´s colony "Happy Life", which he established in 1911. Before that he had worked for five years with children from poverty stricken families in a Moscow suburb. After the Great October Socialist Revolution the urban and rural institutions which he had established were joined into a research station for people´s education. This in fact, was a pedagogical and psychological research institute, methodological centre, school and pre-school institution all in one. Shatsky´s ideas about the working school are still topical today which is borne out by the study "The road to the working school" which he published in 1918 and which is published as a supplement to the article. Also published are the memoirs of former inmates of the Happy Life colony and members of the "Children´s Work and Rest Club".

42. KAPLAN, N.: Piśma blizkim. (Letters to relatives.)
Semya i shkola, 1988, no. 8, pp. 22-24
1 photo

On the occasion of the 160th anniversary of the birth of N.G. Chernyshevsky his letters are remembered which were written to his family from exile. These letters were the only way in which he could influence the raising and education of his two sons. In his letters he endorses the children´s interest in mathematics, history, the theatre and poetry, regulates the development of their scientific thinking, teaches them to correctly understand nature and social phenomena, and to correctly depict their inter-relations. He recommended that they should study works of philosophy. Some of Chernyshevsky's letters to his wife and sons are published.

43. KERZHENTSEV, A.: Lyubite detstvo. (Love childhood.)
Doshkolnoye vospitaniye, 1988, no. 6, pp. 60-65

An evaluation is presented of the work of J.J. Rousseau. Some of his ideas are still topical: he viewed childhood as a specific part of life, emphasised the natural development of the child and stressed that it should be respected, he asked adults to live children, to respect their personality and to develop their independence. Rousseau's work was highly valued by L.N. Tolstoy and N.K. Krupskaya.

44. KOLEV, Y.: "Vaspitanieto na choveka e izvanredno leka, prekrasna rabota". (The education of man is extraordinarily easy and beautiful work.
Preduchilishtno văspitaniie, 36, 1988, no. 1, pp. 38-42

The article was published on the occasion of the 100th anniversary of the birth of A.S. Makarenko. It deals with his work and his views on education in general; the parents, children, education and work in particular. The question is discussed of the actualisation of Makarenko's ideas.

45. KUROCHKINA, N.: Pamyati Konstantina Mihkailovicha Lepina - pedagoga, uchenogo, khudozhnika. (Memories of Konstantin Mikhailovich Lepi[illegible] - pedagogue, scholar, artist.)
Doshkolnoye vospitaniye, 1988, no. 8, pp. 78-80

In 1988, 70 years elapsed from the establishment of the first pedagogical institute (teacher training college) for pre-school education in Peterburg. Later it merged with the other colleyes in the A.I. Gertsen Pedagogical Institute. One of the founders of the college was K.M. Lepin teacher, professor, painter, public figure. He was one of the first Russian methodologists who advocated the introduction of arts education in the nursery school. He was the Peterburg secretary of Fröbel´s society and lectured in courses for nursery school teachers. After the Great October Socialist Revolution he became professor, then Dean and finally Rector of the State Institute for Pre-School Education. He was also the director of the museum "The Life of the Pre-School Child" in Peterburg, led many groups and seminars, was consultant on practical questions of pre-school education. He was member of the scientific and methodological council of the Peterburg regional department of education, Chairman of the department of pre-school education of the All-Russian Museum of Education, head of the pre-school center of the department of art at the State Institute of Pedagogy. In his scientific work he centred on the development of the abilities of children and their artistic performance. His heritage was taken up by members of the department of pre-school education and psychology of the A.Y. Gertsen Pedagogical Institute in Leningrad.

46. MIHKAILOVA, Z.A. - NEPOMNYASHCHAYA, R.L. - IGNATOVA, T.:
A.M. Leushina - nauchnite aspekti v tvorcheskata i deynosti. (A.M. Leushina - scientific aspects of her creative activity.)
Preduchilishtno văspitanie, 36, 1988, no. 3, pp. 28-31

This Soviet pedagogue is the author of the theoretical and methodological concept of the formation of quantitative ideas in pre-school age. She was consultant to twenty three scientists from the USSR and from other countries who wrote their doctoral theses on mathematical problems.

47. MIŠURCOVÁ, V.: Zur Entwicklung des tschechischen Kindergartens im 19. Jahrhundert. (Development of the Czech nursery school in the 19th century.)
Historia Infantiae, 2, 1985, no. 2, pp. 109-125
22 refs.

The historical study describes the differents types of pre-school institutions which were established and developed in the 19th century on the territory of Bohemia and Moravia. They included Czech child-care institutions (from 1832), nursery schools (from 1869) and crèches (from 1864) and German kindergartens (from 1864) and crèches (from 1854). An important milestone in the development of pre-school institutions was the promulgation of the educational law in 1869 and ministerial decree no 4711 in 1872 which outlined the organizational and content concept of pre-school institutions on the entire territory of Austria.

48. NÜNLIST-BOUVARD, E.: Friedrich Gröbel: "Der Garten der Kinder" als Sinnbild menschlichen Zusammenlebens.
(Friedrich Fröbel: The Children's Garden as the image of human coexistence.)
Der Schweizerische Kindergarten, 78, 1988, no. 5, pp.12-16,
1 fig., 2 diagrams, 5 refs.

F. Fröbel attached great importance to children's work in the garden. In the garden the child learns to observe, to compare, to experience the seasons of the year. He recommended that every child should have his own flower bed for creative work and observation. He drew the plan of such a garden and gave a list of plants suitable for growing in the nursery school garden.

49. PŠENÁK, J.: Naděžda Konstantinovna Krupská - realizátorka leninskej školskej kultúrnej politiky. (Nadeshda Konstantinovna Krupskaya - realiser of Leninist educational cultural policy.)
Predškolská výchova, 42, 1987/1988, no. 3, pp. 3-5
1 photo

As the Deputy People´s Commissioner for Enlightment N.K. Krupskaya was instrumental in expanding the network of nursery schools. She attached special importance to the establishment of nursery schools in the rural areas and significantly contributed to the development of the theory and practice of pre-school education which she considered to be the first stage of communist education. In numerous speeches and articles she dealt with the tasks, content and means of pre-school education. Faculties and departments of pre-school education were established on her initiative. She related pre-school education to education in the collective and in the family and stressed the role of the mother as the natural educator of the child.

50. RUSÍNOVÁ, V.: PhDr. Eva Opravilová, CSc. (PhDr. Eva Opravilová, CSc.)
Hračka, 23, 1988, no. 1, pp. 8-9
6 photos

In the column "The Toy" the work of the leading Czechoslovak specialist in pre-school pedagogy and psychology E. Opravilová is presented. She is the author of several text_books, monographs and methodological handbooks, the welcome cooperator of many organizations, bodies and institutions, publishing houses and journals and magazines, taking part in the development of toys and aids of nursery schools through the national enterprise Komenium Prague. Her long cooperation with the Albatros publishing house of children's books is a highly successful chapter in her life, one which has yielded a series of untraditionally conceived witty activity books and toys which develop the cognitive and creative powers of pre-school age children.

51. RUSNÁKOVÁ, M.: Predškolská výchova ako súčasť školskej sústavy. (Pre-school education as part of the educational system.)
Predškolská výchova, 42, 1987/1988, no. 9, pp. 1-2

The Act of Law on the unified education system promulgated in 1948 is a significant milestone in the development of pre-school education. It applies the provisions of the Košice Government Programme of 1945 and meets the demand of nursery school teachers expressed at the Ist Congress of Czechoslovak Teachers in July 1920. Outstanding public figures who in the post-war period contributed to the development of pre-school education included Zdeněk Nejedlý, Laco Novomeský and Ondrej Pavlík who emphasised that education should start at an early age.

52. Schubert, J.: Z dejín vzdelávania učiteľstva materských škol na Slovensku. (From the history of educating nursery school teachers in Slovakia.)
Predškolská výchova, 42, 1987/1988, no. 10, pp. 2-5
14 refs.

The origins and development of pre-school education in Slovakia are rooted in the Hungarian history of educattion. The development of child care centres was initially promising but in localities with a Slovak population there was no interest in Hungarian or German language pre-school institutions. Nursery school teachers were trained in study courses for teachers of trivial schools and were instructed on pre-school education at meetings with the founders of the first pre-school institutions in Hungary, namely M.T. Brunswick and A. Rehling. The first institute for training personnel in child care institutions was established in 1937. At the beginning of the 20th century there existed 10 institutions for the education of educational personnel with Hungarian as the language of instruction. After the fall of Austro-Hungary the number of nursery school declined, namely as a result of the protest of the Slovak population against denationalizing institutions. Only two parochial institutions were established for the education of female nursery school teachers. The development of pre-school education and the establishment of schools training nursery school teachers were stimulated after the end of the second world war in 1945. Their concept and structure changed several times. At present nursery school teachers are trained at secondary pedagogical schools and higher education may be gained in part-time study courses run at four pedagogical faculties.

53. SMART, R.: "We learn by Doing": the Diffusion of Froebelian Ideas and Methods in England 1881-1914. Historia infantiae, 2, 1985, no. 2, p. 29

A historical study is presented characterising the Froebelian movement with kindergartens as the expression of the effort to improve the basic education of English children. Middle class women, and subsequently societies were involved in campaigns advocating the Froebelian ideas which found wide application in England to the end of the 19th century. In the 20th century, however, the influence of J. Dewey prevailed.

54. STEPANOVA, M.: *"Bessporno talantlivyi pedagog".*
(The undoubtedly gifted pedagogue.)
Doshkolnoye vospitaniye, 1988, no. 3, pp. 48-50

An evaluation is presented of the work of A.S. Makarenko on the occasion of the 100th anniversary of his birth. His ideas on physical and aesthetic education, on moral education and education in the family and on education in the group and inculcating discipline are always topical.

55. STEPANOVA, M.: *Lev Tolstoy i deti.* (Lev Tolstoy and children.)
Doshkolnoye vospitaniye, 1988, no. 10, pp. 88-93

At the Yasnaya Polyana children between the ages of 5 and 6, i.e. children of pre-school age were the youngest pupils.Tolstoy believed that teaching should answer questions of everyday life. All aspects of the child's psychical development, his needs and interests should be observed.To him games and physical exercises were of equal importance as learning. The knowledge of child psychology and of the life of village children brought him to childrens' literature. He was convinced that works of art effectively contribute to the development of moral education.

56. VÁG, O.: Institutional Pre-school Education and Economic Performance in Hungary from 1887 to 1891.
Historia Infantiae, 2, 1985, no. 2, pp. 81-93
20 refs.

The conditions are analysed which led to the promulgation of the law on nursery schools in 1891. The economic and social development of Hungary is analysed as are demographic factors and the health state of the population, its heterogeneity as concerns religion and ethnic groups and the development of the working class movement in the second half of the 19th century. The said facts have affected the cultural development of society and the education of young children as well as the professional training of their educators.

see also entries nos. 23, 62, 66, 167, 172, 190, 360, 478, 481, 502, 518

2.5 Scientific conferences and symposia: international organisations

57. BĚLINOVÁ, O. - MATŮŠOVÁ, S.: Fulnecké dny J.A.Komenského.
(Comenius Days in Fulnek.)
Predškolská výchova, 42, 1987/1988, no. 2, pp. 28-30

Information is presented on the Comenius Days in Fulnek. The pre-school education session heard nine papers: Tasks of the XVIIth Congress of the Communist Party of Czechoslovakia in pre-school education; Possible uses of elements of electronic in the operation of pre-school education institutions; Education for socialist patriotism and internationalism in children of pre-school age; Preparedness of children of pre-school age for school entry; Most frequent causes of deferring the start of school attendance; Cooperation of nursery school teachers with teachers of the elementary level of basic school with regard to the preparedness of children for systematic work in school; Improving physical fitness, inurement and health in pre-school age children; Play as the natural development of cognition in pre-school children; Theme plans of educational work in nursery schools.

58. BIČIŠŤOVÁ, E. - MATÚŠOVÁ, S.: Pedagogické dni ´88.
(Pedagogical Days ´88.)
Predškolská výchova, 41, 1988/1989, no. 2, pp. 27-29

Under the slogan "Effective aesthetic educationof youth for the development of the socialist way of life" educationalists from all parts of Czechoslovakia met for a national conference in Spišská Nová Ves from June 30 - July 1, 1988 to hear the following educational readings: Work with the song ensemble in a Hungarian school, Art education in preparing children for entry to basic school, Environmental education in the work of the district methodologist for pre-school education, Work with the book in pre-school education, Contribution of music education to the development of the personality of a pre-school age child, Teaching pre-school children to recognise and protect plants.

59. DUNOVSKÝ, J.: I. Evropský kongres o týraném a zanedbávaném dítěti, 1987 v Řecku na ostrově Rhodos.
(Ist European Congress on the Abused and Neglected Child, Rhodos, 1987.)
Československá pediatrie, 43, 1988, no. 2, pp. 122-124

Members of the International Society for the Prevention of CAN (Child Abuse and Neglect Syndrome) which associates specialists, mainly physicians and groups of invilved laypersons met at their first congress. Child abuse and neglect is becoming a burning problem, mainly in the advanced countries and is related to poverty and unemployment. Participants in the Congress discussed various aspects of the problem, namely the history of the abused and sexually abused child in Ancient Greece, the definition of etiopatogenesis and symptomatology of CAN, special attention was devoted to the protection of children affected or endangered with CAN, CAN prevention and therapy, institutional and foster care, there was lively discussion on whether to punish or treat those perpetrating child abuse, etc. A wide range of knowledge and approaches presented at the Congress may be used in the system of pediatric and societal care of children in the socialist society, this namely the emphasis on attention which should be devoted to the child's position in the family (not only in the pathological situation) and on specifying the child's needs and his optimal development.

60. FOTTOVÁ, M.: Vzpomínka na založení Světové organizace pro předškolní výchovu v Praze. (Memories of the establishment of the World Organization for Early Childhood Education in Prague.)
Predškolská výchova, 42, 1987/1988, no. 12, pp. 5-7
4 refs.

The founding conference of WOECE was held in August 1948 in Prague and was attended by representatives of 18 countries from all continents. The working conference heard a report on pre-school education in different parts of the world and then met in sessions. It drafted the statutes which were submitted to the plenary session for approval. Czechoslovakia and Poland became members of the preparatory committee. The participants in the conference visited several nursery schools in Prague which for that time were of high standard.

61. KILÁR, L.: V ústrety štyridsiatemu výročiu Svetovej organizácie pre predškolskú výchovu. (Towards the 40th anniversary of the World Organisation for Early Childhood Education.)
Predškolská výchova, 41, 1988/1989, no. 1, pp. 1-2

The 40th anniversary of the establishment of the WOECE will be celebrated in Prague by a meeting of the WOECE executive and an international seminar. The organisation will assess its contribution to the development of pre-school education in the world and will outline future prospects in the light of the organisation's basic aims. The programme of institutional pre-school education in Czechoslovakia purposefully makes use of the unique pre-requisites of children of this age group for the development of their personality. The programme provides them with stimuli for emotional experience, stimulates love and respect for the family and homeland, one's own nation, the joy of interpersonal contact. In all this it is closely related with the organisation's idealogical programme.

62. KLINDOVÁ, L.: OMEP štyridsaťročný. (OMEP forty years old.)
Predškolská výchova, 42, 1987/1988, no. 11, pp. 1-3

The World Organisation for Early Childhood Education is a Unesco B status organisation founded in Prague in 1948. It is a voluntary association of individuals and public groups of various nationalities, races, professions, world opinions who have the common interest of raising the standards of pre-school education. The programme of the organisation is focused on developing research oriented to the needs of the young child and to create conditions and opportunities to make his education meet his needs; to win over various professions and organisations to become involved in cooperation aimed at attaining the set goals. The organisation associates more than 50 states and publishes its own journal in English, French and Spanish. On the occasion of the 40th anniversary of the establishment of the organisation the Czechoslovak WOECE committee was entrusted with preparing a seminar to discuss the problem area.

63. KLINDOVÁ, L.: Stretnutie OMEP v Norsku. (WOECE meeting in Norway.)
Předškolská výchova, 42, 1987/1988, no. 4, pp. 28-29
1 photograph

Information is presented on the meeting of the World Council of the World Organisation for Early Childhood Education held in July 1987 in Oslo, which discussed organisational, administrative and conceptual problems. The report on the organization´s activity since 1986 showed that on a world scale the organisation functions through a wide range of cultural and enlightment work: lectures, specialist seminars, exhibitions, various events aimed at upgrading the level of family, institutional and societal education of children of pre-school age. WOECE associates more than 50 states. New members admitted in Oslo include Senegal, Thailand, Singapore, Cameroon, Iceland and China. On the occasion of the 40th anniversary of the organisation the Council decided that on the occasion of the organisation´s 40th anniversary a seminar and a meeting of the Council would be held in Prague to celebrate the event. The central theme of the celebrations was the 40 years of WOECE contribution to raising the standards of early childhood education in the world. The Council's meeting was followed up by a seminar on children's play. The participants heard the following papers: Traditional play and its value for the children of tomorrow, Historic toys, Cultural relations between the past and the present, Children's play and culture in the electronic future, Television and reality, Moral and religious influences on children's play, Children's play and tomorrow's world. The Yugoslav representative informed the meeting of the international study of traditional folk games. Czechoslovakia is one of the countries taking part of the said international research project. The meeting included a visit to pre-school institutions whose numbers in Norway do not meet public demand. They do not provide day care but the children's groups are smaller than in other countries. Teachers are trained in build-up university study courses: two years for teachers and four for heads.

64. LANGMEIER, J.: Mezinárodní kongres o rodinné terapii (Praha 1987). (International congress on family therapy (Prague, 1987).Československá terapie, 41, 1988, no. 8, pp. 506-508

1500 specialists took part in a congress held by the Czechoslovak Psychiatric society of the Czech Medical Society under the auspices of the World Federation for Mental Health from May 11 - 15, 1987. In papers, panel discussions and posters the participants descussed many problems which are being addressed by psychology, sociology and on an interdisciplinary scale.

65. MIŠURCOVÁ, V.: Evropská konference OMEP v Polsku.
(European WOECE conference in Poland.)
Predškolská výchova, 43, 1988/1989, no. 1, pp. 24-25

The Polish Committee organized a conference in April 1988 on the subject of the development needs of the pre-school child and television. Taking part were 34 foreign guests from 15 countries and a numerous delegation of reginal sections of WOECE from all over Poland. The conference included four plenary sessions, a panel discussion, showings of television programmes and the adoption of the final communiqué. In the introductory paper a survey was presented on the activity of the Polish Committee over the 20 years since it had been established. Papers were presented on the following subjects: New approaches to the cognitive development of the child, Television in relation to the world of child expectations and dreams, The importance of art for the development of the child. A recommendation was adopted which was transmitted to television workers, educators, parents and workers in institutions responsible for the education and healthy development of the young generation through the national WOECE committees.

66. MIŠURCOVÁ, V.: K počátkům Světové organizace pro předškolní výchovu. (Early beginnings of the World Organisation for Early Childhood Education.)
Předškolská výchova, 42, 1987/1988, no. 12, pp. 3-4
1 photo, 2 refs.

Cooperation leading to the establishment of WOECE began in 1946 when leading specialists from different European countries started discussing the possibility of establishing international cooperation. Between specialists involved in the raising and education of young children (teachers, parents, administrators). They agreed to establish an organisation which would carry out its activity in close contact with UNESCO. Several meetings of the Preparatory Committee were followed by the founding conference held in 1948 in Prague of the organisation whose initial name was the World Council for Pre-School Education. The invitation was sent out in form of a letter addressed to all governments, numerous organisations and individuals. The founding conference followed up on a UNESCO seminar held in Poděbrady, Czechoslovakia, whose main theme was the education of children to cosmopolitanism from early childhood to maturation.

67. NAUMOVA, A.: Fizicheskaya kultura i vestrannoto razvitiye na lichnostta. (Physical education and the allround development of the personality.)
Preduchilishtno văzpitaniye, 36, 1988, no. 1, pp. 43-44

A report is presented on the national scientific and practical conference focused on the theme: Optimized movement regime in nursery schools which was held in October 1987 in Varna. The individual papers are summarized.

68. OPRAVILOVÁ, B.: Praga 1948 - 1988. (Praga 1948 - 1988.)
Předškolská výchova, 43, 1988/1989, no. 4, pp. 21-23

The anniversary of the World Organisation for Early Childhood Education established in 1948 in Prague was celebrated at a special meeting of the Council and a seminar held from September 26 - 30, 1988 to mark the occasion. The seminar was attended by 200 delegates from 24 countries, of this more than 100 from abroad. In her address to the participants the President of the Organization Ms. Eva Balke of Norway dealt with the problems of pre-school education and with the tasks of the organization. An evaluation of the work of WOECE was made by Prof. Lili Monat and Prof. Vladimír Jůva. Madelaine Goutard of France informed the meeting of the organization´s cooperation with UNESCO. Radka Slavova and Ivan Dimitrov discussed the state of pre-school education in Bulgaria and Emiko Hannah Ishigaki of Japan described the training of nursery school teachers in her country. The Canadian delegate Madeleine Baillargeon spoke of the complexity of work in the dual system of pre-school education in Canada. Margaret G. Weiser of the USA spoke of aware perception in children as the basis for creative thinking. Dr. Kopčinska-Sikorska of Warsaw dealt with aspects of health care of pre-school children. Members of the Soviet delegation L. Paramonova and N.J. Mikhailenko informed the participants of the work of the scientific and research institute for pre-school education and of the state of pre-school education in the USSR. Czechoslovak participants presenting papers and communication at the meeting included E. Habiňáková of Bratislava, E. Opravilová of Prague, M. Kořínek of Prague, S. Střelec of Brno and V. Kovaříček of Olomouc. The seminar programme also included an example of physical exercises for parents with children, a visit to the House of Children´s Books, the House of Czechoslovak Children and to nursery schools. The Czechoslovak organizers prepared an exhibition of documents relating to the 40th anniversary of the organization and the Swedish delegation prepared an exhibition of peace education.

69. Významné výročí OMEP. (Significant anniversary of WOECE.) Hračka, 21, 1988, no. 2, p. 1

A report is presented on the activity of the World Organisation for Early Childhood Education which was established 40 years ago in Prague. The organization associates several dozen member countries from the world over and its activity covers many forms of cultural and enlightenment work on a world scale. These activities include lectures, exhibitions and various events aimed at raising the cultural level of the family, and upgrading the institutional and societal education of children of pre-school age. During the previous meeting of the World WOECE Council held in Oslo in 1987 a seminar was held on play and toys. A special meeting will be held to mark the 40th anniversary of the organization in Prague. A seminar will also be held on the occasion to evaluate the contribution of WOECE to upgrade the standards of pre-school education in the whole world.

see also entries nos. 326, 365, 530

3 ORGANIZATION OF PRE-SCHOOL EDUCATION

70. ZOFFI, Ch.: Zukunftswerkstatt. Utopien als Projekte entwickeln für den Alltag. (Workshop of the future. Developing utopia as projects for everyday life.) Der Schweizerische Kindergarten, 78, 1988, no. 5, pp.22-26 3 figs.

Information is presented on a meeting of nursery school teachers to discuss the present situation and suggest measures for improvement. The participants discussed all aspects of the educational process which burden them. The following part of the meeting was utopia. The project was designed of a utopian nursery school of the future as part of a utopian society. The teacher in such a nursery school would be entitled to two years of maternity leave. The last part of the meeting was devoted to implementation. Feasible targets were set: to work in cooperation with the surrounding world, to create a place for storing material and experiences, to win parents over for cooperation. Cooperation between teachers and the authorities, the nursery school would be headed by two teachers, there would be an exchange of experiences, joint outings and activities, there should be cooperation with primary school teachers to facilitate the children's transition to primary school; Inspectors and commissions give advice instead of controlling. After six months the group met again and drew up a project of a nursery school - a one-class school with day care open from 7 a.m. to 6 p.m. with one full time and one part-time teacher and one tutor.

3.1 Legal norms and regulations

71. Anweisung über die Erziehung, Betreuung und den Gesundheitsschutz der Kinder in den Kinderkrippen. (Guidelines for education, care and health care of children in crèches.) Neue Erziehung im Kindergarten, 1988, nos. 7-8, pp.171-175 5 refs.

The full text is published of a ministerial decree valid as of June 1, 1988 entitled: Guidelines for education, care and health care of children in crèches. Under the decree the crèche is a state run early childhood education institution to which children are admitted from the age of 13 months and which they attend to the age of three years. In exceptional cases (the mother is a student) children may be admitted at the age of 10 (21) weeks.

The decree also defined the duties and rights of the personnel with regard to the organisations of the children´s life and the relationship between the crèche, the family and the nursery school.

72. KÜCHLER, B.: Der Minister für Gesundheitswesen hat mit Wirkung vom 1. Juni 1988 die Krippenordnung in Kraft gesetzt. (The Minister of Health issued a new organizational order for crèches to come into force on June 1, 1988.)
Neue Erziehung im Kindergarten, 1988, nos. 7-8, pp.170 and 176

A commentary is published on the new organization decree for crèches, issued by the Ministry of Health, to come into force on June 1, 1988. The author emphasises that at present the network of crèches allows 80% of the population of children between the ages of 2 - 3 years to attend crèche. The education of children in this collective institution has become an integral component of the educational system of the socialist society.

se also entry no. 2.

3.2 Types of institutions

73. BŘEZINA, Z.: Některé nové možnosti využití jeslí. (New possibilities of using the crèche.)
Predškoslká výchova, 43, 1988/1989, no. 1, pp. 22-23

The need now arises of providing day care for children who are often ill and cannot attend ordinary crèche in institutions providing rehabilitation. Two such institutions already operate in Ostrava and another two are soon to open for children suffering from infections of the respiratory organs. To them will be added one nursery school class. Children will be admitted to these institutions who suffer from such disorders more frequently than once a month, show symptoms of lung disorder and a drop in the level of antibodies. Children in these institutions will be provided with breathing rehabilitation and indurement procedures to raise their resistance to disease.

74. LEGER, E.: Tagesmütter. (Mother for the day.)
Spielen und lernen, 1988, no. 10, pp. 34-35
1 photo, 4 figs.

The author informs of the possibilities of becoming a carer for young children in one´s own household. The mother will provide day care in her own home to two to three other children. This job may be organised by the Office for Adolescents which will also provide counselling. The carer will receive a monthly pay of 500 DM for caring for one child. Higher pay may be negotiated. The institution of "day mothers" compensates for the shortage of other pre-school educational institutions. The author also states that as compared with education of large groups of children in nursery schools this family model of education certainly has its advantages.

75. MELICHERČÍKOVÁ, E.: Adaptácia detí do troch rokov v podmienkach detského domova. (Adaptation of children under the age of three to conditions in the children´s home.)
Predškolská výchova, 42, 1987/1988, no. 11, pp. 7-9
1 tab.

Information is presented on the results of a study of typical symptoms characterizing the adaptation of

C1

children under the age of three to life in a children´s home. These children were brought to the home from infants´homes, from poor family environments or after a lengthy period in hospital. 76% were gypsy children. In the studied children´s home the children were placed in four family type units. Tabulated are the results of adaptation in the first and second months of the child´s stay at the home. Social relations are adjusted in the course of the first month. The prevalent characteristics of the children are the effort to own something and to apply oneself. Eating and sleeping are least affected by the new environment. The author recommends that serious and complete documentation on the previous development of the child place in the institution should be provided, to allow the institution to more accurately determine the adaptation needs of the child.

76. PRICHKAPOVA, I.: Priemstvenost mezhdu jaslite i detskata gradina na ODZ. (Continuity between the crèche and the nursery school in combined children´s institutions.) Preduchilishtno vázpitanie, 36, 1988, no. 3, pp. 18-20

Combined children´s institutions may provide continuity in education. They comprise the first stage of the social and educational system which molds the child´s personality. Cooperation between medical and educational personnel facilitates the adaptation of the children in their transition to nursery school. The advantage of the system is joint control and planning of work.

77. SMOLÍKOVÁ, K.: K návaznosti jeslí a mateřských škol.
(Continuity of crèches and nursery schools.)
Predškolská výchova, 42, 1987/1988, no. 7, pp. 10-11

Information is presented on an investigation which studied continuity in the content and methods of educational work between the crèche and the nursery school. The demands placed on the children were assessed by the nurses and teachers as adequate to the abilities of 3-4 year olds. The survey covered children who before attending nursery school had attended a crèche and children who had not. The children who had not attended crèche i.e., who had come to the nursery school from family care showed poorer results both in the attained level of speech although the family environment would seem to provide better conditions for speech development than does the crèche. Low level continuity between the crèche and the nursery school was manifest in the methods of education and in the organization of educational work; this was mainly manifest in the different pupil-teacher ratios in the said two institutions. The nursery school should more consistently respect the psychological conditions of educational work, should not overestimate the primary educational function of the nursery school to the detriment of the allround sensitive rearing of the children.

78. TOMAŠOVIČOVÁ, M.: Je práce v jednotriednej materskej škole iba složitá? (Is work in a one-class nursery school complex?)
Predškolská výchova, 43, 1988/1989, no. 2, pp. 21-22

In the one-class nursery school a natural environment is formed which comes very close to the family environment. The example of older children stimulates the younger children to experiment, to imitate, stimulates their activity and creativity. The initiative of the older children in creativity games gives them the feeling of self-realization. The younger children turn to their older playmates with confidence. These aspects are very important for the development of the emotional, moral and volitional characteristics of the children.

79. ZLATAREVA, A.: Za problemite na sedmichnite detski zavedeniya. (Problems of week care children´s institutions.)
Preduchilishtno văzpitanie, 16, 1988, no. 2, pp. 11-12

The author deals with the conditions of the work of institutions providing week care for young children. She enumerates the indispensable material conditions for the operation of such institutions. The importance is emphasised of cooperation with parents and of harmony between pedagogical and health care personnel. It is of great importance to assess which child may be admitted and for which child this institution is totally unsuitable.

see also entries nos: 19, 20. 551, 553, 555, 570

3.3 Educational programmes

80. BIČIŠŤOVÁ, E.: Časové tematické plány výchovně vzdělávací práce. (Time theme plans of educational work.)
Předškolská výchova, 42, 1987/1988, no. 5, pp. 12-25

The time theme programmes of educational work are centrally processed materials which do not take the form of a binding norm but orient the teacher to the correct choice, arrangement and incorporation of tasks of the Programme of Educational Work in the activities of the children and indicates the organisation of the educational process. The aim of the programmes is to unify fundamental approaches to educational work and to eliminate undesirable administrative tasks.

81. DRAHOŇOVSKÁ, M.: K dalšímu ověřování programu výchovné práce. (Further verification of the programme of educational work.)
Predškolská výchova, 42, 1987/1988, no. 8, pp. 10-12

Information is presented on a research project which studied the follow-up of target demands set for children in the age range of 5 - 6 years attending nursery school and the initial requirements placed on children in the first grade of primary school and the preparedness of nursery school children for work in primary school. The requirements placed on children by the different subjects in first grade of primary school do follow up on nursery school in the development of cognition, mathematical thinking, physical, work and arts education. In speech education, literary and music education the general target for nursery school children is more demanding. Demands placed on nursery school children as concerns preparedness for reading and writing have been found inadequate. The programme of educational work provides that concentration, endurance and other volitional characteristics should be inculcated in the children but the results of the investigation have shown that many children fail to accomplish the set targets in these areas.

82. SEITZ, R. - BEISL, H.: Materialkiste. (Box of material.)
München, Kösel Verlag 1986
Rev.: Der Schweizerische Kindergarten, 78, 1988, no. 3
p. 29

The publication informs the reader of a research project in aesthetic education implemented by the Academy of Fine Art together with the State Institute for Pedagogy of Early Childhood in Munich. The pedagogical project will over the three coming years be implemented in nursery schools. The first theme "Old times" is to develop in the children a considerate approach to other people, the second theme is "The child and the surrounding world" and the third is "Experiments with material". The material was clay, colours and music; work with the said materials is described.

83. WATTS, D.W.: Extraterrestrial Child and Techno-Professional Society: Why "Learning Through Play" Has Not Caught On.
Early Childhood Education, 21, 1987/1988, no. 1, pp. 26-31
3 refs.

The author contemplates why in Canadian pre-school education the concept of Learning through Play proclaimed 15 years ago as a new method has not caught on. He believes that this is not because the concept itself which is part of the child-centred educational approaches is in any way theoretically poorly developed but suggests that the unbound development of the bast amount of energy which the child possesses is not desirable from the part of society (its organization and consumer economy) and what more it is up against the lack of confidence in the creative power of childhood from the part of the teachers.

see also entries nos : 2, 18, 20, 24, 118, 194, 195, 324, 333, 363, 393, 394, 395, 415, 422, 445, 464, 472

3.4 Cooperation between pre-chool institutions and other institutions and the public

84. PALATINOVÁ, A.: Spolupráce s rodinou. (Cooperation with the family.)
Předškolská výchova, 43, 1988/1989,no. 2, pp. 17-18

Experience is presented with the work of a nursery school which holds meetings with the parents of newly admitted children at the end of each school year. Also organized is group counselling mainly focused on the problems of the child´s socialization. Admission on September 1 is organised in such a way as to give the teacher enough time to become acquainted with the new child (e.g., during afternoon games, during morning outings, etc.). This is done by allowing the child to become acquainted with the nursery school environment and its personnel gradually and accompanied by a member of the family Next to the usual forms of pedagogical enlightenment- the school organizes loaning of pedagogical literature and publicises this literature.

se also entries nos 88, 90, 123, 200, 205, 533

4 EDUCATORS OF PRE-SCHOOL CHILDREN

see entries nos 4, 59

4.1 Parents, the family; education for parenthood, education of parents

85. BĚLINOVÁ, L.: Co víme o rodině předškolního dítěte.
(What we know about the family of the pre-school child.)
Predškolská výchova, 41, 1988/1989, no. 2, pp. 4-6

The results of an investigation are reported which is part of the research project "The family education of the pre-school child". An anonymous questionnaire was used to investigate the data on the family of the pre school child, this in a group of parents who cooperate with the nursery school and in a group of parents whose interest in cooperation with the nursery school is minimal and whose children lack systematic and suitable rearing. Next to basic data on the family the questionnaire was used to investigate the sociological preconditions of the stability of the family, the social position of the child in the family the preparation of young couples for parenthood. The investigation showed that the forthcoming system of education for parenthood will have to take greater consideration of the impact of the family on adolescent youth but also on the adult parent population because the prevalent majority of parents look to their own family for the model arrangement of family life. The nursery school will have to orient its educational impact respectively. The knowledge of the family and its development is indispensable in this effort.

86. CHIMAROV, V.: Zhizn´ do roshdeniya. (Life before birth.)
Semya i shkola, 1988, no. 7, pp. 54-55

In the biological life of man there is no period more complex and more important than life before birth.

During the forty weeks of pre-natal life the egg develops into an organism, two cells develop into two hundred thousand million cells. The vast power of reactions, the high energy potential forming in the tissues creates special stress and thereby also easy bulnerability of the process of creation. The child´s future physical and mental development, his physical development, and health not only in the first years of life but throughout life to a great extent depend on pre-natal life. The foetus must therefore be carefuly protected from all harmful factors, especially from alkohol and smoking.

87. FLORIAN, J.: Povzbuzujeme děti. (We encourage the children.)
Děti a my, 18, 1988, no. 3, pp. 18-22
7 photos

The article is based on foreign materials and points to the fact that present day parents bring up their children mainly by a system of commands and prohibitions and children are given only very little encouragement and positively tuned emotional responses. Good educators know that encouragement and praise often have great educational impact and do not forget to use them. A number of model situations are recalled which demonstrate how the sensitive parent should behave towards the child.

69

88. HARINEKOVÁ, M. - JUDÁSOVÁ, B.: Niektoré úskalia spolupráce jasiel´ a rodiny. (Some pitfalls of cooperation between the crèche and the family.)
Predškolská výchova, 42, 1987/1988, no. 11, pp. 12-15
1 tab., 2 photos, 3 refs.

A report is presented on seeking effective and purposeful cooperation with the parents and the use of available forms of health and pedagogical and psychological enlightment; the pre-conditions are studied of the mutual harmony between family education and the educational impact of the crèche; a questionnaire was used in two crèches one in a town and one in a village. The parents were found to give priority to health care questions before psychological and educational ones. Parents in the village demonstrated smaller interest than did parents in the urban areas. The crèches implemented the suggested forms of cooperation during the school year and monitored their effect. Improved readiness for cooperation was found in 30% of the parents. Parents with basic education cooperated better than die university and college graduates, who are more demanding and less tolerant. Fathers show interest in the life of their children in the crèche and in some instances cooperate with the crèche better than do mothers.

89. HAUCH, R.: Ist Erziehung zwecklos? (Is education unnecessary?)
Spielen und lernen, 1988, no. 5, pp. 28-30
3 photos

A rewiev is published with American child psychologist Jerome Kagan whose book on the nature of children has just been translated into German. The book was strongly criticized because its ideas appear to return to that period in history when education was undervalued and the innate characteristics of the personality were considered to be of primary importance. The author does explain this idea by stating that innate characteristics are the individual foundation which are developed by education and which can only be developed when they are known. In recent decades, however, pedagogy has voluntaristically been defining the general goals of education for all children and is trying to subordinate them to certain norms. The failure of pedagogical norms follows from the low respect of parents, educators and the entire society for all that is natural in the human individual.

90. HEDDERICH, U.: Die Zusammenarbeit mit den Eltern ist unentbehrlicher Bestandteil unserer Arbeit. (Cooperation with the parents is an indispensable element in our work.)
Neue Erziehung im Kindergarten, 1988, no. 9, pp. 192-194

The author describes her experience with cooperation with the parents gained when she was the head of the combined pre-school crèche cum nursery school institution. The parents meet regularly with the staff every 4 - 6 weeks. At the meeting the staff report on their work and together with the parents plan further work. The parents also take part in the planning of educational work, leisure time activities, express their views on the TV programmes for children, hold discussion evenings and often also organize weekend outings for the parents and children of the institution. The author stresses that very often the parents´ views have positive impact on the methods and forms of work of the whole institution.

91. CHODOUNSKÝ, K.: Preventivní návštěvy v pediatrické praxi. (Preventive visits in pediatric practice.)
Československá pediatrie, 43, 1988, no. 1, pp. 44-46
6 refs.

The prepared concept of unified medical preventive examinations also assumes that attention will be devoted to the evaluation of the situation and functionality of the family. Health workers learn about the family life in the respective family by visiting it. The article contains practical advice on how to obtain documents for assessing the social status of the child. Knowledge and information on inter-relations in the family are gained through discussions with the members and from knowledge of the family´s housing standard from which one may deduct which members of the family are given priority. The principle "praise rather than criticize" should be observed during the visit in the family.

92. JANIŠOVÁ, D.: Dítě a peníze. (The child and money.)
Rodina a škola, 35, 1988, no. 4, p. 4
1 photo

The view is often voiced that today´s children do not value anything because they have too much of everything. The problem is not, however, how much money the family has but what it does with its money. We begin to educate the child in this respect much before we give him his first pocket money. In infancy, with the first toy we teach the child to be careful with things. The pre-school child should be invited to participate in the solution of everyday problems - what should be bought, what we can afford and what is expensive and what cheap. On a reasonable scale we should allow the child to independently manage his money, his desire to help with household chores should be endorsed and he should be allowed to do some shopping for the family. The child should also learn to understand the value of money as a remuneration for work done. In this respect money at this age can become a medium of motivation, only to the degree than other forms of motivation are not less stimulating.

93. YEGIDES, A. - OSTROVSKAYA, T.: Sovet i poddershka.
(Advice and support.)
Semya i shkola, 1988, no. 12, pp. 28-31
1 photograph

An interview with the psychologist on State care of the family. This care should be provided at three levels: prior to marriage, during family life and in many instances also during a divorce. To this should be added psychological counselling by qualified specialists involved in dealing with family problems. The public should be prepared for and guided to turn to specialists in case of need. Children should be prepared for family life in school. In order that the new subject "Ethic and psychology of family life" fulfils its purpose it will have to be taught by specialists. And the specialization "methodologist for educational work, teacher of the ethic and psychology of family life" has been established for this purpose. The school should also teach home economics, the girls are trained in this area but boys should also learn to do household chores.

94. **KARPAS**, J.: Každý rodič je genetikem. (Every parent is a genetics engineer.)
Děti a my, 18, 1988, no. 4, pp. 14-16
2 photos

At conception every child is equipped with a set of hereditary gifts which predetermine the child´s appearance and most of his basic characteristics. The environment and education then complete his development. Many innate diseases can, however, be eliminated by special care and therapy. In this connection the author advocates the need for greater enlightenment in the given area, especially during school lessons because only a minority of people will become physicists and chemists but every parent is a genetics engineer. In family planning parents should not only consider the economic and social aspects of parenthood but also its genetic aspects.

95. **MATĚJČEK**, Z.: Místo bezpečí a jistoty. (Place of security and safety.)
Rodina a škola, 35, 1988, no. 6, p. 1
6 photos

The need of life security is one of those basic mental needs which must be met from early childhood if the child´s personality is to develop harmoniously. The most intimate place of security and safety is the home. Here the child is accepted with love and intellectual and mental performance is certainly not the sole criterion of acceptance. This is the place where the child is prepared for life. However, not every home is a haven of security and well-being. We should always be aware of the fact that of the home is to be such a haven it must also be safe and secure for us.

96. **MATĚJČEK**, Z.: Proč potřebují tatínka? (Why do they need daddy?)
Rodina a škola, 35, 1988, no. 11, p. 3
1 photo

Divorce courts in 90% of all cases give the mother the custody of the children. Of late have advocated the view that this should not be so because there are many outstanding fathers who are genuinely interested in their children. A series of psychological studies has confirmed that the instinctive behaviour towards the young is not only characteristic of the mother but that the father is almost equally equipped. The child needs both parents, the human world is male and female and from the moment when he begins to perceive the surrounding world the child views the father as being the model of one half of humankind.

97. **NÁDHERA**, O.: Jméno a příjmení dítěte. (Name and surname of the child.)
Děti a my, 18, 1988, no. 3, pp. 14-15
1 photo

An analysis is presented of cases, situations and legal norms relating to children´s names and surnames. The authors present some more complicated cases which occur in practice namely in connection with the high divorce rate and the subsequent change in the child´s surname. He appeals to all concerned to ensure that the choice and change in the child´s name and/or surname should be made only to serve the child himself.

98. NOVÁK, T.: Nekřivdíme jedináčkům? (Are we not doing injustice to the only child?)
Děti a my, 18, 1988, no. 3, pp. 17-18
1 photo

The family with only one child is at present fully accepted by society. Tolerance towards the child´s parents stops short of people´s attitudes to the child himself. They speak of the child´s self-assertion, his egoism, his interest in own profit, high demands, selfishness feelings of inferiority when the only child fails to achieve what he has intended. Psychological studies have, however, shown that these views are no more than a mere superstition. The rate of badly behaved children was no higher among only children than among children from large families.

99. NOVÁK, T.: Některá úskalí náhradní rodinné péče. (Some pitfalls of foster care.)
Československá pediatrie, 43, 1988, no. 1, pp. 46-47
2 refs.

Czechoslovakia has had a law on foster care since 1973. At present studies of fostering have shown that the following problems exist in foster care: the gradual deterioration of the quality of families (e.g., the asociality, psychopathology or alcoholism of biological parents), the long lists of children waiting for suitable foster parents to be found, the difficulties of correct and the generally lower tolerance towards lack of concentration and discipline, etc. It would be optimal to provide fostering families with quality regular counselling from the very first fostering year to the child´s adolescence.

100. NOVÁK, T.: Pomalé děti. (Slow children.)
Rodina a škola, 35, 1988, no. 5, p. 3

The author responds to a cited letter sent by a disconcerted mother who complains of "insurmountable" difficulties with her slow son. The author proceeds from foreign research on differences in the behaviour of children from very young age. It has been found that there in relative terms educational practice relates only little with the type of behaviour. The easily educated child, the difficult child and the slow child are described. Slow children in general develop well insofar as their parents let them do things in their own good time, that is when they are not forced to quickly and actively adapt to new situations. The behaviour of the slow child ensues from his inborn temperament and the situation will only be made worde by hurrying him up. The slow child does, however, need encouragement, support and help.

101. NOVOTNÁ, V.: Kursy péče o rodinu a děti. (Courses in family care.)
Děti a my, 18, 1988, no. 4, pp. 8-9
5 photos

Educational and counselling services have been introduced by the national committees´ social services for family and children. So far these services have mainly consisted in individual education. The article presents new experiences gained with courses in family care experimentally provided by selected national committees since 1977. In 1987 there were 71 such study courses for 1354 participants. The study courses are either residential or are held one or twice a week on a local basis. A well organized course is also very important for responsible marriage and parenthood.

102. OSTROVSKAYA, L.F.: Besedy s roditelyami o nravstvennom vospitaniyi doshkolnika. (Discussions with parents on the moral education of the child of pre-school age.)
Moscow, Prosveshcheniye 1987
Rev.: Kamalina, L.
Doskolnoye vospitaniye, 1988, no. 6, p. 74

The publication contains ample material for preparing discussions with parents on all areas of motal education, such as forming positive habits, hygiene habits, acquinting children with the foundations of decent behaviour, behaviour in the collective, speech culture education, love for one´s homeland. Concrete situations and recommendations are presented.

103. ROUBÍČKOVÁ, Z.: Malé děti - malé starosti? (Small children - small worries?)
Rodina a škola, 35, 1988, no. 10, p. 4.
1 fig.

A discussion is presented with the head teacher of the 6th nursery school in Kadaň, Mrs. V. Šubrtová. It is evident that pre-school age is an extremely important period for the further development of the personality, a period when much can be done to enhance this development, many parents consider this period to be an educational vacation and do not devote adequate attention to their child. Time spent with the child in joint activities is irreplaceable and it is easy to see which child receives regular attention at home and which does not. This is mainly evident from the child´s speech performance.

104. Schlechte Noten für die Schule? (Bad marks for the school?)
Spielen und lernen, 1988, no. 8, pp. 20-22
6 photos

A discussion to which the editors invited parents and specialists and which focused on the contemporary school which is often criticized as a place hostile to the child. The parents point to the small understanding given in public schools to the children´s interests and needs, the pressure exerted on the development of their intellectual abilities, strict organization and limited movement. The specialists pointed out that present day school is undergoing a critical period namely with regard to the fact that it has considerably raised its demands in education while persisting in its authoritarian approach to the children. The important factors for the school are the general environment and the approach to the children which make it possible to create an atmosphere in which the child feels well. The inspector present at the meeting pointed out that the school should cooperate more with parents and the general public to get to know the real problems of everyday life and not to overestimate the importance of individual pieces of knowledge. The school should replace continuous supervision with training children for the independent and responible attitude of future citizens.

105. SCHÜTZE, CH.: Das "Jein" zum Kind. (Between the yes and no attitudes in relations to the child.)
Spielen und lernen, 1988, no. 10, pp. 24-25
1 photo

The author explains the feeling which some mothers have for their children, often a child which they have longed for. Instead of motherly love there is inertia, indolence, rejection conected with fear of failue to fulfil maternal duties and the feeling of guilt. The causes of this attitude are not unambiguous, there may be contributory factors such as a complicated pregnancy, premature delivery, nursing difficulties. The mother who oscilates between accepting and rejecting her child is in very poor mental shape and should be provided with psychotherapy. The main difficulty is in that the mother usually does not want to speak of her state and for her and her child such a state of mind may have negative consequences.

106. SYSENKO, V.A.: *Molodezh vstupayet v brak.* (Youth
contracts marriage.)
Moscow, Mysĺ 1986
Rev.: Gukova, Je.: Vospitat́seḿjanina.
Semya i shkola, 1988, no. 6, p. 44

The author points to the problems which occur in the education of children for parenthood and indicates methods of solution. He presents the results of a quesionnaire survey which found that young people are not adequately prepared within the family for coping with the role of the spouse and the parent. The mutual recognition of the personality of the partners helps to understand the partner´s behaviour and facilitates inter-action. A test is enclosed for investigating the character of mutual relations in the family.

107. TÄUBNER, V.: Syn bez otce. (Son without father.)
Děti a my, 18, no. 3, pp. 3-6
3 photos

Our present family is undergoing a number of difficult problems. One negative phenomenon having far-teaching consequences for the entire society is the decline of the male impact on the education of children and the generally weakening functional behaviour of fathers. The author bases his statements on the results of home and foreign surveys and shows how the loss of authority, inadequate model (male) behaviour, social and psychological immaturity and a number of other shortcomings of a part of the fathers of our time may have negative effects on the entire life of their children, especially the boys.

108. TAUFEST, P.: "Du sollst die Jutta heiraten!" (You should marry Jutta!)
Spielen und lernen, 1988, pp. 26-28
2 photos

The author contemplates the problem of children who are asked to accept a foster mother or father. He points out that for the child this fact represent immense psychical stress because the loss of one's own parent is difficult enough and the acceptance of a new parent is also difficult. Fairy tales and the general public describe foster parents as being evil and bad and the child will therefore find it difficult to accept the new partner of either of his parents. The example of a boy is presented who thanks to the sensitive behaviour of his new mother himself arrived at the conclusion that his father's choice of the new partner and mother was correct. At the close of the article the author characterises the special conditions under which mutual relations are formed in a new family and lists several basic circumstances and principles which should be observed to make the new family a good one.

109. WITAŃSKA, I.: Budze moja połowe dziecka. (I wake my half of my child.)
Przyjaciel dziecka, 1988, nos. 7/8, pp. 5-6

The divorce problem is one that concerns a growing number of people. The author notes the harmful effect of the divorce, the atmosphere which it creates and the post-divorce situation and its impact on the development of the children. Many institutions help in the rearing of such children.

see also entries nos 64, 84, 205, 307, 330, 368, 444, 462, 527, 548, 551, 559

4.2 Personality of the educator; educating educators; administrators

110. BADER, M.: Bildungsurlaub: Den eigenen Beruf aus Distanz betrachten. (Study leave: to observe one´s own profession from a distance.)
Der Schweizerische Kindergarten, 78, 1988, no. 6, p. 18

The content of a paid study leave is described. In the first part of her paid study leave the author attended an intensive specialist study course which gave her an insight into work in a different area. She then underwent a follow up two weeks practice in the printing works. This was followed by a 13 weeks course for nursery school teachers with extensive practice. The second part of her paid study leave was spent in Italy where she visited a day care nursery school in a small town in an agricultural region. In Florence she then became acquainted with the work of the local nursery schools, attended a school of Italian language and culture and various cultural institutions. She highly appreciates her training and stay abroad.

111. BIČIŠŤOVÁ, E.: Pedagogická tvořivost 1988. (Pedagogical creativity 1988.)
Předškolská výchova, 43, 1988/1989, no. 4, pp. 12-13

The sub-commission for pre-school education at the XXIIIth annual educational readings evaluated seven educational readings and three teaching aids and found that entries had advanced to the final round which had not attained the required quality. The sub-commission therefore decided that greater attention would have to be devoted to district and regional reviews and that greater specialist and more responsible guidance would have to be provided to authors. The following themes were dealt with in the educational readings: Implementing elements of firefighting education in nursery school, Experience with work in the district pedagogical centre's pre-school unit in Nový Jičín; Work with a song ensemble in the nursery school; Physical education with regard to correct body posture in nursery schools; Cooperation between the nursery school and the family and public institutions; Aesthetics in movement education of pre--school age children; Use and function of the school garden in a pre-school institution; School aids entered included a cube with animals, the game "Find and assign" and Projection scenography for nursery schools and 1st level of elementary school.

112. BISKUP, P. - KOSOLAPOV, V.: Pediatrické videoprogramy a didaktika. (Pediatric videoprogrammes and didactics.) Československá pediatrie, 43, 1988, no. 9, pp. 560-561

Audiovisual aids for instruction and in-service education of physicians are mostly produced by the Institutes of Health Education in Prague and in Bratislava. Instruction films and videoprogrammes are also produced by university videocentres in cooperation with the respective departments. The television studio of the department of pedagogy and didactics of the Institute for Post-Graduate Training of Physicians and Pharmacists in Prague produced 10 videoprogrammes in the years 1980-1987. Socio-pediatric problems are dealt with in the programme "Casuistry" which among others acquaints doctors with different forms of social care of the child and with methods of social care in pediatrics. The programme "Versus the child" points to the problems of child abuse. The videoprogramme "Early detection and reduction of sensory and motor disorders in child age" recommends methods of examination which in practice should contribute to the early diagnosis of latent disorders and disabilities.

113. CHASHCHINA, L.: Nasushchniye sovremennogo uroka. (Urgent questions of the contemporary lesson.) Doshkoĺnoye vospitaniye, 1988, no. 5, pp. 60-63

The basic parts of the lesson include: acquainting pupils with new material, understanding new material, consolidating new knowledge, checking homework. Knowledge acquired by pupils of pedagogical schools is manifested at sic levels: 1. knowledge acquisition, 2. understanding, 3. memorizing, 4. reproducing, 5. use, 6. creative use of acquired knowledge. Attention enhancing means means are listed, namely artistic presentation, tape recordings and records, toys, illustrations, work with abstracts, introductory explanations,information. Tasks are set for consolidating knowledge, such as: write out the content of different jobs for different age groups. The pupils´ knowledge is then tested through games, by filling questionnaires, by own evaluation, etc.

114. HELLER, E.: Solides theoretisches Niveau und Praxiswirksamkeit der Weiterbildung sichern. (Providing the solid theoretical standard and practical effect of in-service education.)
Neue Erziehung im Kindergarten, 41, 1988, no. 5, pp.102-104
2 refs.

The guidelines issued by the Central Institute for Further Education are presented and explained which relate to the content and organization of the in-service education of nursery school teachers in the year 1986/87.The author emphasises that the effect of in-service education mainly rests on independent study and the contemplation of pedagogical problems by the teachers themselves.

115. HELLER, E. - KODLIN, W.: 25 Jahre Zentrale Tage der Pädagogischen Lesungen - 25 Jahre Erkenntnisse und Erfahrungen aus der Praxis für die Praxis. (25 years of the Central Days of Educational Readings - 25 years of knowledge and experience with practice and for practice.)
Neue Erziehung im Kindergarten, 1988, no. 9, pp.194-199
7 refs.

An evaluation is presented of the 25 years of experience with organizing Central Days of Educational Readings.

Nursery school teachers began to take regular part of these readings somewhat later, i.e., from the year 1974 their attendance was very intensive. In the years 1982 - 1988, 166 educational readings were produced of which 81 were presented at the central days. The author recalls and briefly characterizes the most important readings and states that educational readings are an important source of knowledge and experience produced by the school teachers' creative work. A list of educational readings for the year 1987/88 is included.

116. HELLWIG, J.: Poczatki kształcenia wychowawczyń przedszkoli w Polsce. (Beginnings of the education of nursery school educators in Poland.)
Wychowanie w przedszkolu, 41, 1988, no. 10, pp.559-566
8 refs.

The problems and development of pre-school education are always linked with the socio-economic conditions in the country. Against their background we can observe several types of trends in the education of children, namely: charity - philantropy, theoretical pedagogical hygiene - health, didactic and educational.

117. HLADÍKOVÁ, V.: Naše skúsenosti so zaškoľovaním novoprijatých výchovných pracovníček. (Our experience with training newly employed educational personnel.)
Predškolská výchova, 42, 1987/1988, no. 10, pp. 6-7

The task of demonstration crèches is to practically and theoretically train newly employed personnel for work in the crèche, to provide them with additional complementary knowledge and to acquaint them with the method of child care in the crèche. The nurse which is being trained attends three days of practice, gradually with all age groups. At the end of the training course she will write out her daily preparation and will lead an educational playgroup. The trainer nurse will write out an evaluation of the specialist and personality pre-requisites of the trainee such as are important for her future work in a crèche.

118. Honzíkova (ale nejen jeho) cesta (do mateřské školy).
(Honzík´s - and not only his, trip to the nursery school.)
Československý loutkář, 38, 1988, no. 1, p. 15
4 figs.

An interview with Dr. E. Opravilová and J. Provazník on the present situation in Czechoslovak nursery schools. The pre-school age child for whom play is the main content of the day´s work today faces too many demands being put on his behaviour in nursery school. He must rightly come to the conclusion that he is not allowed to play but is being forced to work all the time. The chain of duties repeats itself with absolute regularity from Monday to Friday and there is no escape. The role of the teacher is nothing to envy either. There are, however, nursery school teachers who manage to keep the atmosphere in the nursery school happy, joyful and playful. These are creative teachers for whom creativity is an indispensable condition of their attitude to work and life. And he who suceeds to develop creativity in himself is also able to transmit it to the children.

119. ISKOVICH, N.: Attestatsiya - stimul povysheniya professionaĺnogo masterstva (Validation - stimulus for upgrading specialist mastery.)
Doshkolnoye vospitaniye, 1988, no. 10, pp. 34-35

Experience is presented with work in the Murmansk area. Within two years 2,633 teachers sat their validation examinations. The specialist knowledge of 1,395 teachers was adequate to their position, 812 were praised and 196 were awarded the degree "teacher - methodologist". The centre for pre-school education of the regional institute for the in-service education of teachers studied the validation materials and protocols from the commission meetings. The investigation revealed certain shortcomings in the validation procedures, namely insufficient supervision by departments of people's education and by district methodological departments, the inability of many leading pre-school institutions to objectively evaluate pedagogical personnel. The members of the validation commission therefore began to travel to the districts and to help departments of people's education to see to it that the appropriate standards of the validation procedure were observed.

120. IVANOV, K.: Pedagogicheski aspekti na obshtuvaneto. (Pedagogical aspects of communication.)
Preduchilishtno văspitanie, 36, 1988, no. 5, pp. 3-6
7 refs.

The study discusses the basic tasks of pedagogical communication between the teacher and the parents - forming the personality, developing the motivation sphere in children, the control of various activities, the co-creation of the emotional and psychological climate, the use of the specificity of the teacher's personality.

121. JOHANSON, K.A.: Vi blir suveräna forskollärare.
(We are sovereign nursery school teachers.)
Förskolan, 70, 1987, no. 10, pp. 16-17
3 photos

In selected Swedish towns further education centres have been set up for unemployed women or women with incomplete pedagogical ecueation. The study course for nursery school teachers takes 30 weeks. At a time when there is a severe shortage of pre-school institutions this helps both sides concerned.

122. Jungkindergärtnerinnenbetreung. (Care of young teachers.)
Der Schweizerische Kindergarten, 78, 1988, no. 10,
pp. 3-15
6 figs.

Graduates of nursery school teacher training schools look forward to independent work but face considerable difficulties when they take up their job: not knowing the new environment, children of other nationalities, discipline, cooperation with the parents. Care of beginning teachers differs from one place and one canton to another. There are, for instance, counsellors from the ranks of experienced teachers who have attended a special study course for this purpose. They train groups of beginners to whom they give advice on how to cope with everyday problems and they exchange views on how to proceed. In the Basle city canton a counselling service has been established for beginning teachers. Supervision and counselling are strictly separated. The inspector visits nursery schools, observes the work of the teacher, gives advice and evaluates; the counsellor helps the teacher prepare for her work, gives advice on the education of difficult and maladjusted children, helps in the preparation of meetings with parents and gives advice on personal problems. The counsellor visits the beginning teacher four times a year, if need be even more frequently. In the Shaffhausen canton compulsory training has been introduced for beginning teachers which takes two years. Also here a counselling service and exchange of experience have been introduced. In the St. Gallen canton every beginning teacher has a trainer. Each trainer is responsible for seven teachers whom she visits several times a year and also invites them for visits.

123. **KOMAROVA, T.:** O rabote sektsii doshkoĺnogo vospitaniya Centraĺnogo soveta Pedagogicheskogo obshestva RSFR. (Work of the section for pre-school education of the Central Council of the Pedagogical Society of the RSFR.) Doshkolnoye vospitaniye, 1988, no. 12, pp. 121-122.

The main task of the section is to develop the initiative, creativity, pedagogical innovativeness of all participants in educational work in pre-school institutions. The section organises scientific and practical conferences where the participants discuss topical problems of pre-school education. A survey of themes for evaluation at conferences is sent to local branches of the Pedagogical Society. The conference may be attended by every educators who has generalised his experience with the said theme and has acquainted the local branch of the Pedagogical Society with his conclusions. Conference material are published in Proceedings. Creative groups are established within local branches whose task it is to specify the actual tasks of pre-school education. A club has been established within the section of pre-school education of the Central Council which associates scientific workers, methodologists of the republican methodological centre, members of the Moscow and regional institute for the in-service education of teachers. The members of the club at their meetings discuss questions relating to pre-school education, namely: Topical tasks of pre-school education in the present stage, Play in the life of the child, Criteria of physical education and of the development of the pre-school child, Comprehensive nature of the pedagogical process in pre-school institutions.

124. KOROTKOVA, L.: Vyshe uroven' professional'noy podgotovki vospitateley. (To upgrade the level of specialist training of teachers.)
Doshkolnoye vospitaniye, 1988, no. 5, pp. 64-67
1 tab.

Subject commissions for music are set up to improve the methodological preparedness of music teachers. At its meetings the commission discusses the optimisation of music lessons, rhythmics, singing and the methodology of music education. Every meeting of the commission focuses on one theme. A diagram of the lesson has been drawn up. Students of pedagogical schools were given homework such as: select suitable illustrations and literary material to accompany a certain type of music. Activity forms of instruction include the use of problem situations, discussions, conferences, games. In rhythmics lessons the students are not only taught rhythmic movements but attention is also centred on the characteristics of the music, the definition of the content of music. In methodology lessons the students are asked to select songs suitable for a certain age group and to draw up the plan of a working unit.

125. LIFITS, I.: Uchenitsa G.G. Neyguaza - prepodavateĺ peduchilishcha. (Student of G.G. Neyguaz teaches at a pedagogical school.)
Doshkolnoye vospitaniye, 1988, no. 6, pp. 75-77

M. Deshalytova, student of G.G. Neygaus, outstanding music teacher, professor of Moscow Conservatoire, after ending her concert career as a pianist teaches at pedagogical school no. 7 in Moscow. She uses her concert and pedagogical experience for developing a piano teaching system. The main principle of the system is the individual approach to the pupil based on identifying the student´s music abilities and on a detailed analysis of his/her psychic and physical and intellectual abilities. This is accompanied by a differentiated approach to the process of teaching which consists in the most purposeful use of methods in dependence on the goals which are set for the respective period. Very important are discussions with students which help them recognize and clarify the causes of possible failures. In the students themselves she inculcates the responsible and meticulous attitude to the repertoire for the children. M. Yu. Deshatylova also participates in scientific and practical conferences, has written a number of music methodology studies and guidelines.

126. LORETAN-BAUMELER, B.: KG - Seminar Brugg: (noch) wenig Tradition - viele neue Impulse. (Seminar for nursery school teachers in Brugg: so far there is little tradition and many new stimuli.)
Der Schweizerische Kindergarten, 78, 1988, no. 4, pp.4-9
11 photos, 5 refs.

The school established in 1960 educates three types of teachers: for nursery schools, for home economics and for handicraft. Since 1970 this has been a three-year study course. There are three classes of nursery school teachers with a maximum of 20 students in each class. The curriculum provides general education at secondary level and appropriate specialist training. Music and work training are an important part of the curriculum. Practice teaching takes place at a demonstration nursery school and at other nursery schools. Prior to the four week practical the student writes an analysis of the situation at the respective nursery school and accordingly defines the main themes for her work with the children.

127. PILHJERTA, R-L.: The teaching of Children´s Literature in Finland.
Bookbird, 25, 1987, no. 4, p. 5

A report is presented on the teaching of children´s literature at universities in Finland. Finland has 8 universities of which 7 specialize in the humanities. Children´s literature is a study course at four universities and lasts 30 hours for primary school teachers (grades 1 - 6) and for students with the Finnish language as the minor subject who will teach at secondary schools (grades 6 - 12). The author describes seminar work and gives a list of the principal authors (world and Finnish children´s literature) who are included in the course curriculum.)

128. RUHBEIN, B.: Und wir können doch soviel zusammen machen. (We can do a lot together!)
Spielen und lernen, 1988, no. 3, pp. 10-11
2 photos

The author, a journalist, contemplates the role of the father in the raising of his children and on the example of his own experience demonstrates the joy and usefulness of the common experience of father and son. He expresses his sorrow at the fact that men do not teach in nursery schools because they could develop many useful interests especially in the boys, namely such interests (science and technical) which are not developed by the female teachers.

129. SEEBER, D.: Was braucht ein Kind? (What does the child need?)
Spielen und lernen, 1988, no. 4, pp. 24-26
3 photos, 6 refs.

The latest work is presented of the well-known child psychologist Bruno Bettelheim who devoted his whole life to the problems of the education and psychotherapy of the child. His latest work is entitled "A life devoted to children" and deals with the position of children in the present world and shows to parents that children have to be understood and that parents should not try to dominate them and to make them function like robots. Every child is unique and a unique approach has to be found to every child to allow understanding and cooperation. By analysing one´s own feelings and through empathy we can get a better understanding of others, mainly children. Education mainly requires understanding, patience and emotion.

130. SERBINA, Je.: Davayte sprosim sebya: "Dovoĺny li so mnoyu deti?"(Le me aks myself: "Are the children satisfied with me?")
Doshkolnoye vospitaniye, 1988, no. 10, pp. 51-53

The author points to the publication by Sh, A. Amonashvili: Zdravstvuyte deti! published by Pedagogika, Moscow 1987. His pedagogical approach is based on respect for the child as the actively developing individual. This generally accepted principal is not always correctly implemented. In the nursery school educational work proceeds from the plan of work, the teacher organizes everything, explains, but the children are only given little opportunity for independent behaviour with little regard to their intents and desires. The obedient child is easier to cope with, he does not disturb the pedagogical process. It does, however, remain a question whether this approach does not limit the child's creativity and does not lead to conformism. The teachers should critically assess their pedagogical attitudes and the preditional methods of education and teaching.

131, SCHUSTER-BRINK, C.: Zum Pädagogen berufen. (They feel they are called to the teaching profession.)
Spielen und lernen, 1988, no. 10, pp. 32-33
2 figs.

The author points to the danger stemming from the fact that many people feel to be educators by profession and without any knowledge enter conflict situations which arise in the process of education. They give advice and tell the parents and the educator what they should do on the basis of their own life experience. These interventions are usually quite unsuitable and in every instance totally undesirable.

132. SOGSGAARD, J.: *Training of Male Nursery School Educators in Denmark.*
International Journal of Early Childhood, 19, 1987, no. 2, pp. 61-65

A brief historical outline of teacher education in Denmark with special regard to the share of men teachers in nursery schools. The fact that an ever increasing number of lone mothers rear their children and that especially boys need a male model brought about a situation in which 35% of the Froebel seminar students let in the 1950´s were men. At present men make up 10% of the educational personnel in pre-school institutions. Between 1885 and 1974 the Froebel seminar had only two couples serving as head teachers: Hedewig and Soffus Beger and Kirsten and Jens Singsgaard.

133. SHESTOVA, A.: *Samostoyateĺnaya rabota uchashchikhsya na urokakh i doma.* (Independent work of students in lessons and at home.)
Doshkolnoye vospitaniye, 1988, no. 12, pp. 74-75

Independent work is one of the ways to develop cognitive abilities. The students thereby acquire a certain system of skills and habits, such as planning, controlling one´s own work, working with books and teaching and learning material. Some proven methods of PE Teaching are presented. Brief papers are included which complete subject matter, the choice of games and exercises for the individual age groups of pre-school children. There are plans and drawings of playgrounds, etc.

134. WYDLER-WEBER, E.: Seminar Solothurn - Aspekte einer Ausbildung. (Solothurn seminar - aspects of education.) Der Schweizerische Kindergarten, 78, 1988, no. 5, pp.19-22 1 photo

The nursery school teacher training school lasts three years. The system of a diploma examination is practice oriented. At the beginning the school year the students are told where they will perform their diploma practice teaching and can then prepare for it. The diploma thesis relates to a theme chosen by the student and will be realized through practice teaching. It contains the justification of selected themes, an analysis of the situation in the respective department of the nursery school, the plau of work during practice teaching and suggested free play. The diploma examination takes one half day. It is followed by a final interview, during which the student defends her diploma thesis before a panel of specialists. The school places great emphasis on acquainting children with nature and the students are therefore specially trained for this. During the summer holidays they take turns in tending to the school garden.

see also entries nos. 52, 63, 70, 135, 205, 214, 218, 321, 367, 425, 569, 560

4.3 Labour law aspects; teachers´ unions

135. PAVLOVA, S.: Informatsiyata v upravlenieto na detskoto savedenie. (Information on administering a children´s institution.)
Preduchilistno vězpitanie, 36, 1988, no. 3, pp. 21-23

Methodological advice is presented on how to systematically gather information on the work of the pedagogical staff. The analysis of such information helps the head teacher in her decision-making, helps the teachers preclude errors and helps them all to determine future targets.

136. SCHILDKNECHT, U. - LORETAN-BAUMKLER, B.: "Lehrerinnen Schweiz". (Swiss teachers.)
Der Schweiterische Kindergarten, 78, 1988, no. 2, pp. 20-26
2 figs.

Teachers in Switherland are organized in 40 different societies and unions. They are organized by cantons, regions, levels of qualification, but also by sex, religion, language. At present negotiations are under way for the establishment of a national organization associating teachers at all levels and in all language areas. Such an organization would then become the forum for pedagogical matters, defending common interests, suggesting inter-cantonal projects, responding to State policy and coordinating the activities of the individual sections.

137. ZOPFI, CH.: Stellenteilung - ein aktuelles Thema. (The division of the workplace is a topical theme.)
Der Schweizerische Kindergaten, 78, no. 6, pp. 3-10

Switzerland prevalently has one class nursery schools with part-time day care and only one teacher.

Suggestions that two part-time teachers could work in the class have been arousing discussion and mistrust. A number of counterarguments are being presented, such as that children only want one person to which they could relate. Positive arguments, however, prevail. An increasing number of women feel that their abilities are not being put to full use in the household and want to return to their job and to public life after they have married, but do not want to neglect the raising of their own children and their home. For them a part time teaching job in the nursery school is a good solution. This form has as yet not become widespread and many school authorities view it with mistrust. So far the questions of medical insurance and the number of years counted for retirement from such a part-time job have not been resolved. Experience has shown that it is to the benefit of the school and the children to have two teachers in the class: they can exchange experience, observe the children, jountly plan their work, there is purposeful division of labour, mutual use of knowledge and the specialization of each of the teachers.

see also entries nos. 70, 128

5 PLAY

138. Hračky do francouzských škol? (Toys into French schools?) Hračka, 23, nos. 3/4, p. 10.

Information is presented on the subject: Role of the toy and toys in the development of the child between the ages of 6 - 11 years which was processed by the

National Centre for Pedagogical Documentation and whose conclusions were published by La revue du jouet, 1988, no. 208, pp. 181-194. Contemplating the connection between the school and play the French study emphasises two factors which should be taken into consideration:
1. School work is an activity which the child wants to do seriously. Therefore order and discipline have to be observed. Failure to do so would devalue work and would also subsequently disturb the value of play.
2. Play and toys cannot be introduced into the school if the teacher is not acquainted with their correct uses and unless he is convinced of the correctness of such procedure. The conclusions of the study show that methods used so far should be reconsidered and a greater degree of understanding and concentration on subject matter by the children could be brought about through the active and controlled use of toys and play in the age group between 6 - 11. Play is conceived as an organic component of the teaching process.

139. SEVEROVÁ, M.: Pravé hry a rozvíjení tvořivosti dětí.
(Genuine play and the development of children´s creativity.)
Predškolská výchova, 42, 1987/1988, no. 12, pp. 14, 19-20
8 refs.

Genuine play is conceived as free and joyful play which is not unnecessarily restricted and controlled by adults. Such play contributes to the development of creativity. The ability to approach the solution of problems in a novel, useful and realistic manner is currently considered to be highly signigicant with regard to social progress. Play is believed to influence the development of creativity mainly by developing the ability to discover or to create something new. In their play children are not limited by the functional bonds of objects and they therefore freely experiment with them and discover the unusual and functional possibilities of objects. Such play requires some attention from the part of adults. They will have to provide the children with adequate and appropriate toys and if necessary to show the children how to handle them and to suitable stimulate play. Adults should endorse children´s interests and should create such conditions as will allow the child to develop his interests. It is believed that child´s own developmental tendency is the factor determining the adult´s intervention in the child´s play activities.

see also entries nos. 25, 63, 313

5.1 Psychology of play

140. BRUNER, J.: Igra, mislene, rech. (Play, thinking, speech.)
Preduchilishtno vǎzpitanie, 36, 1988, no. 6, pp. 12-15
1 ref.

Play is a way of using intelligence - it is a bank of experience, an experimental hothouse and the climate should therefore be created for the successful development of play, speech and thinking. Play gives the child the courage to think speak and express himself. The translation is presented of a thesis by the head of department for the new school and social studies in New York dealing with the main functions of play and suggesting possible application of experience in this respect.

141. RUSÍNOVÁ, V.: Specifika dětské hry v nemocničním prostředí. (Specificity of child play in a hospital environment.)
Hračka, 23, 1988, no. 2, p. 20

From data published in foreign documents the author informs on the results of a survey carried out in a large hospital in Marseille, France. This information was published by child psychiatrist Prof. Rufo in the French journal La revue du jouet. In the said hospital the play activities of children were monitored and analysed. Play areas in hospitals contribute to the prevention of some mental disorders caused by hospitalization. The survey also confirmed that the type of disorder to a certain extent affects the nature of play activity.

see also entry no. 173

5.2 Educational games

142. BRÜCKNER, U. - ROSENBERGER, R. - ULTSCH, A.: Die Bereicherung der Spielinhalte im Rollenspiel als Mittel der moralischen Erziehung in der mittleren Gruppe. (Enriching the content of game in the role playing as the means of moral education in the middle group.)
Neue Erziehung im Kindergarten, 1988, nos. 7/8, pp.150-153
1 photo, 6 refs.

The article is based on a collective diploma thesis defended at Humboldt university in Berlin. Following the theoretical analysis of the essence of play activity and the explanation of the specificity of role playing a report is presented on an investigation which was carried out in a group of children of middle school age. The observation was oriented to the possibility of using role playing for moral education and the development of sociability. The author describes and analyses situations which were induced in such a way as to allow their purposeful educational use. Role playing helps specify moral ideas and illustratively induces the essence of moral behaviour. The role of the teacher in the development of role playing is therefore extremely important.

143. CAIATI, M. - DELAC, S. - MÜLLER, A.: Freispiel - Freies Spiel? (Is free play really free?)
Don Bosco Verlag 1984
Rev.: Der Schweizerische Kindergarten, 78, 1988, no. 3, p. 29.

In cooperation with the model research "Basic aesthetic education" carried out by R. Seitz the authors attempted a new educational style mainly aimed at providing children with stimuli. The basic rules of social behaviour in nursery school are described placing emphasis on respect and considerate behaviour towards other children. Experience with and examples of free play are presented.

144. HARDMEIER-CHANSON, A.: Schiffe bauen - die Welt erobern. (To build ships and conquer the world.)
Der Schweizerische Kindergarten, 78, 1988, nos. 7/8, pp.4-8
13 photos

The students of a pedagogical school were given the task of creating an outdoor area for new games using simple building elements such as planks, rods, scarfs and rope. The children's previous impression from books and films stimulated them to bild ships for advanture games. This was, for instance a ship which went for a treasure hunt, experienced a storm and a pirate attack. There were also fishing boats and cruisers.

145. STIOLOVA, M.: Integrativni vrăzki pri zapoznavane s okolnata deyatvitelnost i igrata. (Integration links between cognizing the surrounding world and play.)
Preduchilishtno văzpitanie, 36, 1988, no. 2, pp. 30-34
2 tabs. 1 ref.

The teacher must create conditions which will allow children to acquire social experience through learning and play, should provide them with rich impressions from the environment and concretely control theme games.

146. WOHLLEBEN, G. - AUSTERMANN, M.: Zehn kleine Zappelmānner. (Ten little jingle bells.)
Spielen und lernen, 1988, no. 3, pp. 46-47

Suggestions for finger play for playing with a 6 month old child. The author used gloves with jingle bells which they offer to the child for grasping and animate it by moving the hand. They also use folk songs and traditional finger play.

147. ZMANOVSKIY, Y.: Vospityvayem detey zdorovymi. (We raise healthy children.) Part 6.
Doshkoĺnoye vospitaniye, 1988, no. 8, pp. 95-99

Child play has therapeutical and curative effects, especially on the emotional sphere. Positive and to an acceptable degree also negative feelings which develop during play are an important anti-stress factor which precludes many disorders of the nervous system, vascular deseases, etc. Parents who want to have healthy children should become partners in their games. An example is given of an interesting and effective system of joint play exercises with parents published in the work "Mum, dad, exercise with me" by Czech author Jana Berdychová which was published in the USSR in 1985.

148. ZVORYGINA, Ye.: Formirovanye pobuzhdeniy k igre.
(Forming stimuli for play.)
Doshkolnoye vospitaniye, 1988, no. 2, pp. 50-58

A research project is described concerning 3 - 5 year old children and related to the pedagogical conditions which stimulate children to play. Two sets of problem situations were prepared which differed by the measure of the participation of the teacher and the provision of play material. In play situations children learned to feed dolls and to put them to bed. The procedure of the experimenter and the children´s behaviour are described. Play motives were developed under the guidance of the teacher, were staged by the teacher who led the children to generalized imitation of reality. An analysis was made of the solution of play situations and four methods of developing play were discerned on the basis of this analysis.

149. ZVORYGINA, Ae. - KOMAROVA, N.: Pedagogicheskiye usloviye formirovaniya igry. (Pedagogical conditions for developing play.)
Doshkolnoye vospitaniye, 1988, no. 6, pp. 6-14, cont.

The fourth year in a child´s life is an important period for forming and developing play, this is related to the child´s transition from theme imitation play to theme role playing. In this age children are interested not only in people and objects but also in their function and inter-relations. At the beginning of the school year they come to the nursery school full of new experiences and impressions. They should be allowed to independently state their play suggestions which will reflect their newly gained experience. However, without active contact with adults they are as yet unable to develop play in an interesting way and to make use of available material. The presence and intervention of the teacher is therefore indispensable. She tactically influences play, her intervention and questions may transform play which merely imitates the behaviour of adults to a higher level role playing where the child plays a certain role. In the fourth year of age dramatizing play will appear. In this play the individuality of the child will be manifested, his phantasy and speech performance improved. As concerns four year olds two stages of play development may be defined: 1. the improvement of playing skills related to the objects surrounding the child and to the activity of people, 2. the improvement of conditions to allow the child to use gained knowledge and experience in play, namely in role playing.

150. ZVORYGINA, Ye. - KOMAROVA, N.: Pedagogicheskiye usloviya formirovaniya igry. (Pedagogical conditions for play.) Final part.
Doshkolnoye vospitaniye, 1988, no. 7, pp. 13-18
1 ref.

The choice of toys and substitute objects is important for play activities. Big toys help bring together children in play and enhance mutual, understanding and communication. The presence and intervention of the teacher is indispensable for developing play in four year olds. She will tactically affect play and her intervention and questions may transform play which merely imitates the behaviour of adults into role playing, i.e., higher level playing, where the child plays the role of the adult. In the fourth year of age dramatizing play appears and for it the child will need toys representing persons or animals whose roles he is performing. In order to develop play in four year olds it is necessary to: 1. improve playing skills linked with the object environment and the activity of people, 2. to create conditions allowing the child to use gained experience in play, namely in role playing.

151. ZHUKOVSKAYA, R.I.: Razvitiye intererov detey v tvorcheskikh igrakh. (Developing children's interest in creative games.)
Doshkolnoye vospitaniye, 1988, no. 19, pp. 54-61
15 refs.

Excerpts are presented from the book Vospitaniye rebenka v igre by R.I. Zhukovskaya which although published 25 years ago is still topical. The following chapters are published: Educating interest in an sympathy for the working man in children of pre-school age; Developing emotions of sympathy with and interest in members of other nationalities.

see also entries nos. 152, 153, 165, 374, 412, 452

5.2.1 Typology of play

152. BLANCHET, A.: Activités théâtrales à l'école maternelle: Le jeu dramatique. Les marionnettes. (Theatrical activity in the nursery school: Dramatic play. Puppets.)
L'école maternelle française, 1987/1988, no. 8, pp. 9-15.
Part I.
2 tabs.

The author contemplates the importance of dramatic play in education, namely in the education of children from poor social groups. She defines the notion of dramatic play by determining the characteristics which discern it from psychodrama and theatre. She caracterizes its function as a means to develop the child's ability to adept, his intelligence and personality. Finally she defines the possibilities of applying dramatic play in speech education, aesthetic activities, in the development of perception, imagination, movement and literacy.

153. BLANCHET, A.: Activités théâtrales à l'école maternelle: Le jeu dramatique. Les marionnettes. (Theatrical activity in the nursery school: Dramatic play. Puppets.)
Part II.
L'école maternelle française, 1987/1988,no. 9, pp.13-20
3 tabs., 1 sketch, 17 refs.

The author gives practical guidelines for dramatic play in the middle and senior departments of nursery school, this in dependence on the developmental characteristics of the two groups. On the example of two dramatic plays the procedure of the teacher is demonstrated starting with the recognition of the specific needs of the children and setting the goals of this activity, the description of procedure to the evaluation of the children's performance. Model diagrams are provided facilitating comprehensive educational impact and its evaluation in individual children. In conclusion the author gives guidelines for teaching children how to handle puppets.

154. MÖLTER, U.: Spass ohne Verlierer. (Joy from profit without loss.)
Spielen und lernen, 1988, no. 12, pp. 30-31
1 photo, 5 figs.

The author who is involved in the development of cooperative games underlines their importance as a means of social learning. He points out that these games introduce a certain tension and dynamics, teach children to take healthy risks, to win and lose. In conclusion a survey is presented of games which lead to cooperation and cooperative behaviour, published by specialized publishing houses.

155. PAVLOVA, E.: Igri za formirane na poznavatelna aktivnost. (Games oriented to the development of cognitive activity.)
Preduchilishtno văzpitanie, 36, 1988, no. 5, pp. 15-18

The author demands that material conditions be established for the development of inquisitiveness in children and that a system of methods of instruction and education through the rational use of modern technology be established. She presents a list of games which develop correct approaches to the reception of information and the general mental abilities of children.

see also entries nos. 355, 378

5.3 The toy

156. AXELSSON, A. - JERSON, T.: Noisy Toys: A Possible Source of Sensorineural Hearing Loss.
Pediatrics, 76, 1985, pp. 574-578
Rev.: Československá pediatrie, 43, 1988, no. 2, p. 84

The article points to the fact that certain sound toys, such a talking dolls, weapons, barking dogs and other noisy animals and petards may damage children's hearing.

157. BAYER, V.: Výroba hraček ve VD lidová tvorba Uherský Brod. (Manufacture of toys in the folklore production cooperative VD Uherský Brod.)
Hračka, 23, 1988, no. 1, p. 20
1 photo

The history and present production of the cooperative is outlined. The main range of products comprises dolls in folk costumes, furniture accessories, various small wooden objects, swings, Easter rattles, scooters, wooden animal toys and wooden building sets.

158. BORNARU, M.: Nauchen podkhod pro dizayna na kukli. (Scientific approach to doll design.)
Preduchilishtno vėzpitanie, 36, 1988, no. 2, pp. 25-27

Romanian designers have made a study of the emotional impact of dolls on children; children prefer dolls with faces expressing kindness, protectiveness, calm. Also important is the body posture, hairdo and dress.

159. DIERGARTEN-HAMM, A.: *Geduldige Freunde.* (Patient friends.)
Spielen und lernen, 1988, no. 5, pp. 22-25
9 photos

The author contemplates the importance of the toy as an object which helps the child to overcome emotional stress, sorrow, the need to own something and it also fulfils the function of a certain valve in psychologically demanding situations. Soft toys are often the medium for repeating relationships which the child experiences and wants to transmit to someone else. The strong and emotionally rich relationship of the child to the toy should therefore not only be respected but deliberately supported. If the child fails to establish such a relationship the danger of emotional empoverishment is iminent and the causes of this failure should therefore be sought.

160. DUPLINSKÝ, J.: *Úspěšná prezentace hračkářské tvorby.*
(Successful presentation of toy production.)
Hračka, 23, 1988, no. 1, p. 3

A report is published evaluating the exhibition Toy - Puppet held in November 1987 at the Centrum art gallery in Prague, 31 designers of toys and puppets presented to the public their artistic idea of objects for children to play with. The visitors appreciated the continuity with national tradition, the use of classical natural materials, the brilliant harmony of colours, the attempt at simplicity.

161. DUPLINSKÝ, J.: Zajímavé maturitní práce. (Interesting thesis.)
Hračka, 23, 1988, nos. 3/4, pp. 14-15
6 photos

An evaluation is presented of this year's theses presented by students of toy design at the Secondary Arts and Crafts School in Prague. The theses are oriented to children of crèche and nursery school age. The aim was to design the play area for institutions caring for children of this age which could be used for educating a healthy population and for the physical rehabilitation of young children in special pre-school institutions.

162. DUPLINSKÝ, J. - KUBÁT, V.: Hračka a odborné školství.
(The toy and vocational education.)
Hračka, 23, 1988, no. 2, pp. 16-17

An outline is presented of Czechoslovak institutionalized art schools from the beginning of the 20th century to the present. Information is presented on the content of vocational training in the design and development of toys and playthings in Czechoslovakia.

163. DOPLINSKY, J. - KUBÁT, V.: Pro dobré jméno čs. hračky.
(For the good name of the Czechoslovak toy.)
Hračka, 23, 1988, no. 2, pp. 18-19
1 photo

A survey is presented on successful exhibitions of Czech toys at home and abroad over the past 40 years.

164. DUPLINSKÝ, J. - KUBÁT, V.: Výtvarný návrh hračky - spolupráce výtvarníka, psychologa, lékaře, pedagoga.
(The design of the toy - cooperation of the artist, psychologist, physician and educationalist.)
Hračka, 21, 1988, no. 1, pp. 6-7

A wide range of new knowledge on the play activity of children is surveyed and evaluated. It appears that the experience of educationalists and psychologists is not sufficiently being used and the demand of pediatricians are not being met. Toy designers often have to put up with material and technological restrictions. From the point of view of the science of education a considerable number of present day toys contrast with the humane goals of education. Some toys inculcate negative behaviour in the child, lead children to aggressive behaviour, excessive individualism and by their function have negative impact on the development of the value system. Playthings are very scarcely used in the educational process which at present incorporates ever younger age categories, i.e., the age range when the intellectual level is very low and the toy thus becomes an ideal educational medium.

165. FRANZOVÁ, M.: Hra a hračka nemocného a postiženého dítěte.
(Play and the toy for the ill and disabled child.)
Zdravotnická pracovnice, 38, 1988, no. 6, pp. 354-356

The toy serves ill and disabled children for free and spontaneous play and is also used by the physician, tutors and other medical and educational personnel involved in therapy for removing or alleviating the disability. Used are toys designed for healthy children as well as toys designed for a specific purpose. Suitable for mentally retarded children are functional toys with stereotypic repetition and models, e.g., fruit, vegetables. The choice of toys for physically disabled children will depend on the age and type of the disability. Building kits of different sizes, modelling clay, bead stringing are important for overall stimulation and for training the hands. For older children puppets are used which the child dresses, and various types of table tennis. Children with sight handicaps need various objects and toys which issue interesting sounds. Children with hearing handicaps also need sound toys and children with speech disabilities require toys which enhance correct breathing, such as pipes and other wind instruments. The scientific specification of the theory of the treatment of children with behaviour disorders and socially maladjusted children through play has only entered its initial stage.

166. GEORGIEVA, E.: Igrachkata - materialna baza za igra.
(The toy - the material basis for play.)
Preduchilshtno vězpitanie, 36, no. 3, pp. 3-5
2 refs.

The author analyses various types of toys by their functions, specificity, age of the children and their purpose. She emphasises the role of toys for the overall development of the child's personality. The use of different toys stimulates the improvement of the thinking process in children.

167. HABARTOVÁ, R. Lidové hračky ve sbírkách Slováckého muzea v Uherském Hradišti. (Folk toys in the coolections of the Slovácké Museum in Uherské Hradiště.)
Hračka, 23, 1988, no. 2, pp. 11-14

The ethnographic study contains a description and characteristic of folk toys in the fund of the said museum. The individual creators of the toys are presented. Slovácko, a region in Moravia, is a significant ethnographic area known for its songs, dances and folk costumes. The toys deposited in the museum may be divided into several groups. They include typical boys´ and girls´ toys, children´s tools, children´s furniture, sound toys, puzzles, entertainment toys, objects trouvés, etc. A special chapter is devoted to pottery toys. They were manufactured as a side-line by potters of whom there were many in the area. The museum collection mainly has documentary value. It shows how and with what children in the area of Slovácko played at the end of the 19th century.

168. JAVŮREK, J.: Labores primi. (Labores primi.)
Domov, 28, 1988, no. 3, pp. 70-73
12 photos

Labores prima - the first work, is an exhibition of threedimensional works by students of secondary applied arts schools from all part of Czechoslovakia held at the Comenius museum in Prague. Represented at the exhibition were many fields. As for woodwork, this country is not the world leader but we do have a long tradition. The main training centre for this field is the secondary arts and crafts school in Prague 3.
The public centred its interest on toys, namely modern figures of devils, mechanical toys, toys for nursery

schools, toys made of textile fabrics and wood full of artistic wit and feeling for natural materials.

169. KOTTING, P.: K vybraným aktuálním otázkám čs. tvorby hraček. (Selected topical aspects of the Czechoslovak production of toys.)
Hračka, 23, 1988, no. 1, pp. 4-5
2 photos

The range of toys in the shops in Czechoslovakia is criticized. The author confronts the present state with the desired situation and suggests certain economic, technical, commercial and artistic solutions for the individual categories of toys and their production, including packaging.

170. KREJČA, F.: Hračky ve sbírkách Jihočeského muzea v Českých Budějovicích. (Toys in the collection of the South Bohemian Museum in České Budějovice.)
Hračka, 23, 1988, no. 1, pp. 11-14
6 photos

The ethnographic study documents and characterizes the collection of toys in the South Bohemian Museum. The systematic collection was started in the 1950´s and 1960´s. The majority of the toys are factory made (late 19th century) or products of the cottage industry. The area did not have a tradition of toy making. The collection may be divided into three groups: urban type toys, toys from the rural environment and reconstructions from the 1960´s according to preserved older models or according to the memoires of those who remember.

171. LORETAN-BAUMELLER, B.: Barbie und He-Man - ungleiche Geschwister aus dem Elternhaus Mattel-Toys. (Barbie and He-Man - different siblings from the house of Mattel-Toys.)
Der Schweizerische Kindergarten, 78, 1988, no. 11, pp. 14-18
2 photos, 2 figs., 7 refs.

Barbie and He-Man are the two main protagonists of the invented system come complete with cassettes and videos, comic, strips, books, clothes, sticker albums, Barbie and He-Man fan clubs and their own magazine the Barbie Journal published twice yearly. The principle of the annual offer is to put new accessories on the market every year (clothes, furniture, hairdos) but also to continuously modify the doll. From the year 1959 when she first appeared there have been 1450 new types (Diamant-Barbie, Flower Scent Barbie, etc.) Children always desire a new Barbie. The He-Man, who is the contrasting figure made by the same firm is the personification of power who wants to conquer the universe. The figure is that of a macho man while Barbie is highly sexual. Both are blonde. Barbie suggests luxury and consumer life, the fulfilment of every wish without having to make any effort. The question remains whether children really need such toys and whether the manufacturer is right to say that he is in fact offering a valuable educational project or whether the concept of these toys does not comply with the needs of present day children. The author believes that the self-realisation of children and a favourable atmosphere in play may be achieved even without these toys.

172. MARKOVÁ, Z.: Hračky ve sbírkách Horáckého muzea v Novém Městě na Moravě. (Toys in the collection of the Horácko area museum in Nové Město na Moravě.)
Hračka, 23, 1988, nos. 3/4, pp. 11-13
5 photos.

The ethnographic study describes the collection of the said museum. The collection contains 137 different toys of difference provenances and different material and character and typology. A substantial part of the collection are folk toys from the Horácko area products of the local cottage industry from the turn of the 20th century. They are lathed dolls, babies, dapple-grey horses, hussars, horse-drawn carriages, birds with whistles in theit tails, oval and round shaped rattles, etc. There are very few pottery toys which were manufactured as a side-line and served as gift tokens. There are, however, wooden toys, created by artists.

173. MUTSCHER, D.: Hände hoch oder ich schiesse - Kriegsspielzeug in Kinderhand. (Hands up or I shoot - war toys in the hands of the child.)
Der Schweizerische Kindergarten, 78, 1988, no. 11, pp. 5-9
3 figs., 9 refs.

The resistance to war toys is so widespread at the moment that even the European parliament has taken the problem up. The discussion showed that a ban on the manufacture of such toys would violate the freedom of enterprise. Also, there is no definition on what really is a war toy. There are two scientific approaches to the question of whether or not war toys enhance aggresivity in children. The catharsis hypothesis proceeds from the assumption that aggresive energy which occurs in every person should be released. War toys help to release such stress without the individual having to become aggressive. On the other hand there is that school of thought which assumes that when the child repeatedly acts aggressively in play he will become used to such behaviour even outside play. Neither theory has been confirmed or refuted by long-term study. Play with war toys or any other play is one of the many factors which affect the moral development of the personality. Observations of children in the age range from 3 - 10 years at play showed that war games in which there were "wounded and dead" warriors basically took place in a joyful and happily naughty atmosphere. It is questionable whether hostile feelings develop in such an atmosphere. Disputes were resolved verbally. The author does not want to advocate war toys but recommends to parents and educators no to summarily reject these toys but to observe the child at play. When such play is harmful for the child measures must be taken to stop it - the same criteria apply as with other games and other toys. It is important that adults who experienced the horrors of war should explain to the children why they are striving for a world without wars.

174. NEZBEDA, J.: Problémy a bariéry ve výrobě textilních hraček. (Problems and barriers in the production of soft toys.)
Hračka, 23, 1988, no. 2, pp. 6-7
4 photos

The problems are contemplated which for a number of years how have been tackled by Hamiro Příbram the manufacturer of soft toys (of fabrics, plush and plastics dolls). In the period of the restructuring of economy the enterprise is trying to promptly respond to the needs of the toy industry and to endorse the solution of accumulated problems.

175. *Nová generace hraček z Gamy.* (New generation of toys by Gama.)
hračka, 21, 1988, nos. 3/4, pp. 8-9
4 photos

National enterprise Gama in Trhové Sviny has in recent years changed a considerable part of its production programme, especially that part of the production range which had been criticized. The article informs the specialist public with the new generation design of toy by Grma. Industrial designer Václav Král cooperates with the said enterprise and has designed an interesting range of toy cars for them.

176. OPRAVILOVÁ, E.: *Za Maricou Hybínovou.* (After Marica Hybínová.)
Hračka, 21, 1988, nos. 3/4, pp. 16-17
3 photos

Painter M. Hybínová, leading toy designer is remembered. She had significant impact on toy production in Czechoslovakia. For Hamiro enterprise alone she designed 700 prototypes of toys. For a long time she headed the R and D department. Her designs were many times awarded Best Toy of the Year, the CID tag and a number of other awards.

177. Pedagogicheskiye trebovaniya i vozrastnaya adresovannost´ igrushek. (Pedagogical demands on the toy and its suitability for a specific age.)
Doshkoĺnoye vospitaniye, 1988, no. 9, pp. 57-70

An excerpt is presented from the recommendation drawn up by the Institute for Pre-School Education of the Academy of Pedagogical Sciences of the USSR. All types of toys are important for the allround development of the child. Every toy contributes to the allround development of the child, yet the toy always is prevalently important for a certain area of education (the doll - for moral education, the ball - for physical, the educational toy and play - for intellectual development. The toy should be adequate to the child´s age, applying the periodization of children´s development and the development of play activities the department has prepared lists of toys for children of young age (two age groups) and for children of pre-school age (four age groups). The following toys are designed for children of young age, theme pictorial, toy objects of everyday use, theatrical, technical, didactic, musical, sports and entertainment toys. For two to three year olds there are picture matching games and other similar games, building kits and accessories for carnivals and feasts. Similarly classified are lists of toys for pre-school children where there is a greater number of technical, learning, sports and building games and kits.

178. PRYAKHIN, V.: Muzey igrushki. (Museum of the toy.)
Doshkoĺnoye vospitaniye, 1988, no. 8, pp. 81-83
6 photos

The toy museum run by the Academy of Pedagogical Sciences of the USSR celebrated its 70th anniversary in October 1988.

During its first years it collected valuable objects from former palaces, burger houses, museums and collectors. In 1922 a children´s theatre was established within the museum. S.V. Obrastsov began his theatrical career at this theatre. In 1931 the museum was transferred to Zagorsk and the Experimental Institute of the Toy established. Its task was to specify the range of toys and new technologies for the industrial manufacture of toys. In recent years a scientific systematization and invetorying of toys was made, the conservation and maintenance of exhibits was improved. A collection of children´s portraits from the 18th-20th centuries has been restored and new toys by folk artists and contemporary industrially manufactured toys are being collected. At present the museum has 30,000 exhibits. Special emphasis is put on the 70 years history of toys manufactured in the USSR since it was established in 1918. The history of these toys is categorized by the period in which the toys were made. The exhibition shows that in all republics of the USSR the industrial production of toys has developed over the years on the latest results of scientific and technical research.

179. Přírodní krása, ušlechtilost, nostalgie. (Natural beauty, refineness, nostalgia.)
Hračka, 23, 1988, nos. 3/4, p. 17.

Free translation of several parts of a French study on the wooden toy. The study was initated by an exhibition of wooden toys which was held from November 1987 to February 1988 at the Arts and Crafts Museum in France. The analysis (based on a survey carried out among parents) confirmed that the wooden toy is always attractive for its natural and leasant touch, outlook, the beauty and refineness of natural material, its durability and strength. Parents tend to consider the wooden toy to be a decorative object regardless of whether it is an antique object or a modern plaything.

180. ROMANN, CH. - WIEDMER-BAUMGARTNER, C. - MUTSCHLER, D.:
Horror-Spielzeug - die neue Gewalt im Spiel? (Horror in toys - new violence in play?)
Der Schweizerische Kindergarten, 78, 1988, no. 11,
pp. 11-13
2 figs.

Toys series such as "Master of the Universe" are arousing growing concern among parents and educators and are also a dubitable object to be sold in toyshops. He who wants to play Masters needs more figure - the more the better for the manufacturer who supplies the youngsters with everything they request ready-made: serialised endless stories, comics strips, sound tapes, videos. The content of the game is the struggle for power and property, wars are wages with new weapons. All this is presented as sci-fi for children. The stories are primitive and brutal. Contrary to fairy--tales good and evil use the same violent means. The main male representative of the goodies is a blonde athlete, the female goodies are beautiful and blonde while the badies are dark. It remains a question why such toys are so desirable. This is simply because they can do everything that is forbidden in everyday life. Ugliness which arouse fear is impressive, especially for children of school age. The figures actually shock even the adults. He who owns such figures has great authority among his peers. The authors of the article discuss measures to counter the game. Bans and reproof do not seem to help. The toy in itself does not arouse aggressivity. The parents will have to find the correct approach to the matter and create conditions for creative games, society will have to build free spaces and playgrounds for intensive movement games.

181. RUSÍNOVÁ, V.: Čtvrté symposium o dřevěných hračkách.
(Fourth symposium on wooden toys.)
Hračka, 21, 1988, nos. 3/4, pp. 4-5
4 photos

A detailed report is presented on the proceedings of the 4th symposium on the wooden toy held in Semily, Czechoslovakia with the participation of specialists involved in the world of the wooden toy - its design, manufacture, its educational significance. Manufacturers, commercial people, designer, educators and representatives of the State testing institute all met to discuss the wooden toy. The Symposium recalled the 40th anniversary of the existence of national enterprise TOFA which makes wooden toys and the 50th anniversary of the manufacture of wooden toys in the Semily area. The article also contains the excert from the paper delivered at the Symposium by dr. Eva Opravilová, CSc. on The child of today and the toy. Information on the conceptual and systems approach to the industrial manufacture of the toy in the GDR was also presented. And an exhibition of wooden toys was held as part of the Symposium at the Semily Museum.

182. RUSÍNOVÁ, V.: Dřevěné hračky v Holandsku. (Wooden toys in Holand.)
Hračka, 23, 1988, no. 2, pp. 18-19
1 photo

A report is presented on the successful exhibition of Czech individual creations of wooden toys held in the month of May at The Hague in the famous Madurodam.

183. RUSÍNOVÁ, V.: Francouzský hračkářský průmysl sází na tradici. (The French Toy industry bets on tradition.)
Hračka, 23, 1988, no. 1, p. 19

Information is presented on the production and commercial activity of the French toy industry which is centred on the manufacture of traditional toys: dolls, accessories for dolls, puppets, toy cars, balls, mini-soccer, snooker, etc.

184. RUSÍNOVÁ, V.: Hračka láká vystavovatele i diváky. (The toy attrects the exhibitor and the visitor.)
Hračka, 23, 1988, nos. 3/4, p. 19
2 photos

A brief survey is given of toy related exhibitions held in Czechoslovakia, namely one in Prague, one in Roztoky near Prague and one in Bratislava.

185. RUSÍNOVÁ, V.: Jan Synek. (Jan Synek.)
Hračka, 23, 1988, č. 2, s. 8.

The readers are acquainted with the personality of the manager of Hamiro Příbram, national enterprise. Jan Synek has been holding this post for 34 years. He unterlines that function of the toy which allows the child to take a creative approach to play and which enhances the toy´s educational purpose. These toys are represented in the Hamiro collection by textile jig-saws, the application of laces, tieing elements and clasps which employ the skills of the pre-school child.

186. RUSÍNOVÁ, V.: Marie Baštová. (Marie Baštová.)
Hračka, 21, 1988, nos. 3/4, p. 18

In its regular column the paper presents M. Baštová who has been selling toys for 22 years. The article carries stimulating views, experiences and observations and comments based on her everyday contact with the customer.

187. SVOBODOVÁ, J.: Kojenecké hračky neuspokojují.
(Infants´ toys unsatisfactory.)
Hračka, 21, 1988, nos. 3/4, pp. 1-3
13 photos

The Research Institute for Commerce made a survey of the offer of infants´ toys on the Czechoslovak market. The article presents the results of this survey and confronts them with the needs of infants from birth to their first year of age. It moreover compares the range of Czechoslovak made toys with toys made by well-known European firms such as Fischerform, FRG, BRIO, Sweden, Heimess, FRG for very young children. The results of the survey have shown that the offer and production of infants´ toys here is not based on any knowledge of the development of the young child and its needs. As a result there are gaps in the structure of the offered toys and what more these toys lack the necessary functional and expressional quality.

188. TOPIČOVÁ, V.: Kvalita, bezpečnost, inovace. (Quality, safety, innovation.)
Hračka, 21, 1988, no. 2, p. 2

A report is presented on the 39th international toy trade fair in Nürnberg which is connected with exhibition of model building kits, modelling accessories and equipment and hobby commodities. The article also informs of new toys for 1988. A comparison is made of Czechoslovakia's production and world production of the following commodities: dolls, soft toys, plastics toys, beach equipment, doll prams, mechanical toys, rubber balls and wooden toys.

189. TOPIČOVÁ, V.: Pragoexpo Plzeň 1988. (Pragoexpo Plzeň 1988.)
Hračka, 21, 1988, no. 3/4, p. 7

Information is presented by a staff member of the Czechoslovak foreign trade corporation Pragoexport on the Pragoexpo trade fair which was held in Plzeň. On display at the trade fair was a complete collection of all types of toys manufactured both by national enterprise and production cooperatives, as well as by communal enterprises. On display were also innovated and new products. The author describes the problems encountered by the toy manufactuters and caused by poor material provisions. Foreign trade faces tougher competition in the capitalist countries from which it has become very difficult to get orders.

190. VONDRUŠKOVÁ, A.: Museum hraček v Rožmitále. (Toy museum in Rožmitál.)
Hračka, 21, 1988, no. 2, p. 10

A report is presented on the toy museum in Rožmitál pod Třemšínem which should be open to the public by 1991. The concept of the museum is to establish a museum of toys on the territory of Bohemia and Moravia from ancient times to the present. There will be a very good illustrative section showing production technologies, various materials, instruments and production procedures from the simplest toys made by the children themselves, cottage manufacture and the crafts, manufactories to the toy industry.The greatest part of the museum will be devote to displays of different theme groups of toys, namely: the dolls and their world, miniatures of everyday life, including tools and household equipment, boys´ toys related to various competitive games and playing soldiers, miniatures of transport means, animals, sound, optical and mechanical toys, games and building kits.

191. WINSTEL, J.: Häuschen klein, Häuschen mein. (My little house.)
Spielen und lernen, 1988, no. 12, pp. 48-50
1 fig., 6 photos

The guidelines are given for building a doll´s house. The author also analyses the pedagogical significance of this toy, not only for the child who will play with it but also for the parents who prepare it for the child. This may become a long-term joint family venture which will bring entertainment, benefit and will strengthen social relationsships in the whole family.

192. WOHLLEBEN, G. - AUSTERMANN, M.: Topfkratzer, Bürsten und Co. (Scourer, bruch and so on.)
Spielen und lernen, 1988, no. 6, pp. 56-57
3 photos

The authors point out that apart from toys the toddler will gladly play with objects which he will find in the household such as scourers, combs, brushes. Provided they meet hygiene requirements they should be very valuable for the development of the child's perception and will enrich his sensory experiences. It is important that the child should consider the handling of such objects (which in fact is the first test of his work effort and concentration) as being serious and meaningful activity, not something he should not do.

see also entries nos. 221, 453, 576

6 PRE-SCHOOL TEACHING

193. Razvivashti funktsii na ucheniya procesa. (The developing function of the teaching process.)
Preduchilishtno vǎzpitanie, 36, 1988, no. 1, pp.2-25

A record of the round-table discussion held on the occasion of the 35th anniversary of the journal which focused on how teaching affects the active acquisition of scientific knowledge, practical knowledge, standards of behaviour, on the development of learning and on the overall development of the child.

194. REMBAULT, D.: L'évaluation à l'école maternelle? (Evaluation in the nursery school?)
L'école maternelle française, 1987/1988, no. 7, pp.17-32
2 tabs., 2 diagrams, 7 figs.

In the introduction the author states that the French nursery school is an institution where children are taught. This fact is linked with the evaluation of the children (at higher school levels in form of marks). She then goes on to discuss the concept of evaluation in general and with regard to the nursery school in particular. She informs the readers with the results of a study of the evaluation of children's activities in the senior class of nursery school where the method of projects is used. This method gives the children ample space for making a choice of project and controlling its progress. The method of self-evaluation was therefore chosen whereby the children evaluated not only the choice of tasks but also their planning and progress and also the responsibility of individuals for the fulfilment of given tasks. After overcoming initial difficulties the new method of evaluation proved very effective.

195. WYDLER-WEBER, E.: Projektunterricht: Geschichte und Begriffsbestimmung. (Project teaching: history and definition of concept.)
Der Schweizerische Kindergarten, 78, 1988, no. 4, p. 11
3 refs.

Project teaching was introduced at the beginning of the century in connection with so-called reform pedagogy. The project method was initially considered to be a socio-political instrument for "democratic pedagogy". At present project work comprises problems, interests and tasks which the children choose from everyday life together with their teacher. Projects allow children to recognize life through life, they allow them to change social reality a little, e.g., to look after the nursery school garden. Personal interests should not be the content of the project. This is where the method differs from the method of thematic approach. Projects allow social learning, they allow the child to keep his word, to be considerate to others, to help one another. Project teaching puts great demands on the teacher who must be able to promptly respond to stimuli from the children and must be able to enable them to implement their projects.

see also entries nos. 138, 155, 396, 408

6.1 Learning and other psychological aspects

196. EICHINGER, G.: Wie sieht der Wecker wohl von innen aus?
(What could the alarm clock be like from the inside?)
Spielen und lernen, 1988, no. 1, pp. 10-11
3 photos

The article points out that children's inquisitiveness which is sometimes manifested by destructive behaviour which the adults are unable to understand expresses one of the basic needs of the child, namely to penetrate into the essence of things. We should therefore allow children to explore as much as possible and should respect this activity. As a rule the child does not destroy things deliberately but from the lack of experience (breaking fragile things). But it is this independent activity and this independent and creative experience which develops their creativity and phantasy.

see also entries nos. 31, 245, 286, 373

6.2 Didactical aspects

197. AMONASHVILI, Sh.: Yedinstvo tseli. (Unity of goals.)
Moscow, Prosveshcheniye 1987, 208 pp
Rev.: Semya i shkola, 1988, no. 6, p. 45

A handbook for parents on teaching six year olds. The author has already discussed work with six-year olds in two books: Hullo children! (1983) and How are you children? (1986).

198. CHIRKOVA, T.: Obrashcheniye - odna iz form pedagogicheskogo vozdeystvaya (Addressing the pupil - one form of pedagogical impact.)
Doshkolnoye vospitaniye, 1988, no. 12, pp. 48-51

Information is presented on a survey which focused on how the teachers address the children during free play. The survey recorded some seven thousand such addresses. The study then evaluated the relationship between the address and the activity of the children and its development. The number of instructions which related to changes in activity made up almost 50% of the total, a considerable proportion of them restricted the children's activity. Most instructions were not pedagogically justified. Restrictions mainly related to movement activity, less to verbal and cognitive activity. Addresses stimulating activity appeared in reversed order. The study confirmed the three types of address described in the literature: democratic, liberal and authoritative. Prevalent was the direct instruction what to do and how to do it. There was a smaller proportion of instructions of conditional nature, such as advice, explanation, discussion, which however proved to be that form of contact which helps the child find a suitable form of behaviour, conditions the development of the child´s activity, his aware welf-control. The analysis of the work of experienced teachers showed that skillful organization of children´s activities which they themselves choose and purposeful form of instructions are the precondition for increasing the quality of pedagogical impact on the children.

199. NEDYALKOVA, T.: Dvigatelnata aktivnost i razvitieto na prostranstvenite prestavi. (Movement activity and the development of spatial images.)
Preduchilishtno vǎzpitanie, 36, 1988, no. 5, pp. 2-22

Integration relationships between the individual components of instruction allow to naturally acquire new knowledge and to strengthen previously gained knowledge. The complex solution of problems throughout the whole regime allows to strengthen knowledge and improve the child´s orientation in time and space.

see also entries nos 376, 404, 407

6.3 Preparation for school

200. BEŇOVÁ, T.: Spolupráca materskej a základnej školy z hľadiska pripravenosti detí materských škol na základnú školu. (Cooperation between the nursery school and the primary school with regard to the preparedness of nursery school children for primary school.)
Predškolská výchova, 42, 1987/1988, no. 3, pp. 6-8

In order to improve the preparedness of children for systematic education in basic (primary school) better results will have to be achieved in health care and physical development, in deepening the ideological impact of the nursery school, increasing the effect of world opinion, moral and work education, to strengthen the children's positive attitude to technology, their preparedness for acquiring scientific and technical knowledge, their interest in learning new things and their interest in the school in general, it will also be necessary to raise the responsibility of the whole of society for the education of children and their allround development. The analysis of the present content of the education of children in nursery schools has shown that more attention will have to be devoted to the elements of learning, to strengthening the children's volitional characteristics, their ability to concentrate, their endurance and responsibility for results of their own activity. To do all this the nursery school will have to cooperate with the primary schools. The level of cooperation between these two school levels in the implementation of the new concept of pre-school education has improved, mainly initiated by nursery school teachers. Cooperation with after-school facilities and with the Young Pioneer Organization is less intensive despite the broad possibilities which such cooperation offers. Highly beneficial for both school levels are ventures organized jointly for the parents of nursery school children and primary school pupils. Such forms of cooperation should intensify and the Teachers-Parents Association, public organization and other institutions should be involved.

201. BURE, R.S.: *Gotovim detey k shkole.* (We are preparing children for school.)
Moscow, Prosveshcheniye, 1987
Rev.: Fedoseyeva, L.: Posobiye dlya vospitateley.
Doshkolnoye vospitaniye, 1988, no. 9, pp. 99-102

The publication deals with the moral and volitional preparedness of children for school. The tasks of intellectual education are related to the education of moral and volitional qualities. The book contains the following chapters: Organising children before occupation, Education within the occupation, Education of discipline and the positive attitude to learning, Experience with collective activities, Individual approach during the occupation.

202. TSUKERMAN, G.: *Chto khochet ot detey nachalnaya shkola?* (What the primary school requires of children.)
Semya i shkola, 1988, no. 9, pp. 23-24
1 tab., 1 photo

All aspects of achievement in school may be classified into three groups: discipline, obedience, dilligence and understanding. There are also three types of difficulties which school children may have to overcome: 1. difficulties related to obedience (to remember what the teacher has said, to observe school regulations of behaviour), 2. lack of dilligence (in reading and writing), 3. difficulties in carrying out unusual tasks. A humorous test is presented which is based on the classification of the said three aspects and three difficulties which allows the parents to get to know their children better.

203. DIKOV, T. - TOMOVA, E.: Problemi pri podgotovkata na decata za uchilishte. (Problems arising in the preparation of children for school.)
Preduchilishtno văzpitanie, 36, 1988, no. 3, pp. 15-17
1 ref.

The authors discuss shortcomings in the preparation of children in nursery schools. Up to 28% of the teachers not point out to the children the aim of their work. Only 45% of the five and six year olds are able to speak about their parents. The children are not able to talks about pictures and have no positive relationship to books.

204. GLUSHKOVA, Ye.: Gotovnost´k shkole, gotovnost´ shkoly. (Preparedness for the school, preparedness of the school.)
Semya i shkola, 1988, no. 9, pp. 19-21
1 photo

The six year old child has great cognitive demands and readily and quickly receives new information. The neuropsychical powers of the child at this age are not, however, unlimited, the child tires quickly, not so much by the quantity of acquired knowledge but by monotonous work and long hours of sitting in the class. In order to provide that lessons do not unfavourably affect the mental and physical health of six-year olds they must be implemented in conditions which are appropriate for children of this age. The Ministry of Health together with the Ministry of People´s Education of the USSR has defined the conditions under which six-year olds are to be educated in the school. These conditions, are, however, only rarely observed.

The children's preparedness for school is assessed only formally. Physicians have found that even children well prepared for school show greater achievement in the nursery school than they do in school. The living conditions, the psychological climate and the emotional environment are better in the nursery school. The sick rate in the school has found to be three and a half times higher than in the nursery school. Medical checks at the end of the school year found high blook pressure in one third of the children, neuropsychic and pathological symptoms, increased anxiety and stress were all found. Only 24% of the six year olds attending school showed normal weight increase.

205. HIRT, P. - BONERT, G. - GELZER, H.: *Problemkreis Einschulung: Gespräche mit Eltern zum Übertritt.*
(The problem area of training: discussions with parents on the transition of their children to school.)
Der Schweizerische Kindergarten, 78, 1988, no. 1,
pp. 22-26, 31
9 figs., 4 refs.

In Switzerland it is the education authority which in some cantons decide on deferring school attendance or on placing a child in special education. The parents, the nursery school teacher, the school physician and the school psychologist have the right to suggest such measures but not to take the final decision. In some cantons the parents bear full responsibility for the education and upbringing of their children and thereby also have the major say in decisions taken about their children's school entry. In such cantons the education authority as a rule accepts the parents suggestions. It is therefore very important that the nursery school teacher should in a convincing manner present the parents with such information which would help them to take the correct decision. In the article general psychological knowledge is presented relating to communication between two persons, examples are given of the untactful approach of the teacher to the parents in such a discussion (dogmatic, moralising and alibistic). Previous contacts between the teacher and the parents are important to make the discussion a success. The teacher must prepare herself thoroughly for the discussion, she must discuss her observations of the children and should only present to the parents factual, justified questions, to give them ample time to talk, she should present correct information and should express her own views.

206. HIRT, P. - BONERT, G. - GELZER, H.: Problemkreis Einschulung: Schulische Beratungsdienste. (Problem area of training: school counselling service.)
Der Schweizerische Kindergarten, 78, no. 2, pp. 27-31
5 tabs. 2 refs.

All Swiss cantons operate a school counselling service which can help parents prepare their children for school. These institutions are organised along different lines. They offer pedagogical and psychological guidance for school children, educational guidance, school medical service, counselling on questions relating to school maturity, special education services. The children are brought to the guidance centres by their parents. The purpose of the examination is to recommend in which type of school the child is to be placed or how the parents should work with the child to prepare him for school.

207. **KOPASOVÁ, D.:** Pripravenosť detí predškolského veku na vstup do školy. (Preparation of pre-school children for school entry.)
Predškolská výchova, 42, 1987/1988, no. 2, pp. 6-9
11 refs.

School maturity (preparedness) has four aspects: physical, intellectual, social and moral and the rarely stated but extremely important level of the child's working motivation. Successful adaptation to school conditions may be disrupted by various circumstances such as an impairment of the sensory organs, brain damage in early childhood, a significantly underaverage intellect, serious physical disability or various diseases, neurotic disorders owing to stress in early childhood, etc. Such problem cases should be approached by teams working in pedagogical and psychological centres. The results of such an examination should then be the basis for determining which type of school or institution will be appropriate for the respective child. The parents' lack of pedagogical and psychological knowledge, a temporary or permanent crisis in the family, bad examples in the child's surroundings, lack of varied activities, absence of system and regular life pattern will all damage the harmonious development of the child and thereby his preparedness for school. Most children of pre-school age attend nursery school. The psychological importance of such attendance is in that in the nursery school the child experiences the first encounter with an educational institution, learns to accept the authority of the teacher, becomes the member of a peer group, learns to cooperate. To attain such a state the family will have to cooperate with the nursery school.

208. KURKIN, Ye.: Mozhesh´ne možhesh - vypolnyay! (Can or cannot - do!)
Semya i shkola, 1988, no. 9, pp. 16-18
1 fig.

A critical view is presented of the training of six year old children. The ideal conditions for their training were created at an experimental school, to the detriment of the equipment of other classes. The plan of training these children was unrealistic but had to be fulfilled. For this purpose seven year olds and six year olds were placed in the same class and taught together and the rate of teaching was increased.

209. LAUSTER, U. - LAUSTER, P.: Der Schulreife-Test. (Test of school maturity.)
Múnich, Kōsel Verlag 1987
Rev.: Der Schweizerische Kindergarten, 78, 1988, no. 6, p. 23

A worksheet recommended to parents to help them identify the logical thinking of their child, his ability to concentrate, his inventiveness, and his numerical and spatial ideas. The reviewer fears that this material might orient parents´ attention merely to the child´s intellectual maturity while underestimating the other characteristics. He believes that the worksheet is good for educators to use for observing the development of the child. The parents could use the worksheet for developing the child´s intellect, not as a test.

210. MÁDROVÁ, E.: Umět nestačí - Proč? Nač? Jak? (To know is not enough - Why? For what? How?)
Rodiče a škola, 35, 1988, no. 8, p. 4

The last instalment in a series of articles for parents of future school children with a number of practical recommendations and concrete advice for raising pre-school age children and for preparing them for school. The author again presents concrete guidelines for joint activities involving the parents and their children, this time mainly oriented to the development of the child´s intellect. In conclusion she points out that in their effort to develop their children´s intellect parents must not forget their emotional development.

211. PETÁKOVÁ, M.: Nejčastější příčiny odložení začátku školní docházky. (The most frequent causes of the deferment of school attendance.)
Predškolská výchova, 42, 1987/1988, no. 2, pp. 10-11

The improvement of living conditions brings about an acceleration of the children´s intellectual development and maturity. This in turn increases demands on the quality of further education. Educational requirements accelerates faster than does social and psychological development. As a result, the number of recommended and realized deferments of school entry has of late increased. In the Czech Socialist Republic deferment was suggested for 16.8% of all six year olds, and was realized in 10,6% cases. Many parents fear that their child will fail to meet the high demands placed by the school, they also voice concern over the high teacher-pupil ratio, the risk of shift classes. In some cases these demands are made by dysfunctional families; there is also the attempt to prolong the favourable climate of the nursery school. The nursery school does not recommend the deferment children mature for school who left in nursery school for another year, will stagnate in their development. Where deferment is justified by retarded development the nursery school will suggest the measure which is justified and based on long-term observation of the child. The role of the nursery school in the early diagnosis of the child is positively assessed. Effective cooperation between the nursery school, the family, basic school, the pedagogical and psychological guidance centre and the pediatrician should in sum total create a situation in which the number of unjustified deferments of compulsory school attendance would not increase.

212. SCHMID, P.: "Schulreife" im Wandel. (Transformations of "school maturity".)
Der Schweizerische Kindergarten, 78, 1988, no. 3, pp. 13-15
1 diagram, 10 refs.

In the 1930's the view prevailed that school achievements mainly depends on the given physical and intellectual development stage of the child. The belief that deferring school attendance by one year would help the child attain school maturity was not confirmed. In the 1970's, new discoveries in development psychology showed that purposeful impact and stimulation may accelerate the allround development of the pre-school child. The term readiness for school appeared next to the term school maturity. Readiness for school is influenced by many factors: the physical environment and material conditions of the child, the biosocial environment (family, school), the organism of the child (somatic and psychic). Questions are assigned to each factor for identifying the child´s school readiness. The thus conceived comprehensive monitoring of the child is important not only for determining the child´s readiness for school and measures to be taken to enhance this readiness but also for the solution of other problems which occur in the life of the school child (inability to concenrate, performance, behaviour). Nursery school teachers are invited to the pedagogical and psychological centre to be provided with guidance and advice on how to deal with children with speech impediments, motor impairments and behaviour disorders. Together with the staff they discuss which measures should best be taken and how to involve the parents in the process.

213. ŠAŠINKOVÁ, E.: Rozvíjení elementární grafické zručnosti dětí předškolního věku a její motivace. (Developing elementary graphic skills in children of pre-school age and its motivation.)
Predškolská výchova, 42, 1987/1988, no. 7, pp. 12-14
4 figs.

An analysis was made of the curriculum of pre-school education. This became the basis for the demand to improve the children´s preparedness for primary school writing lessons. The basic requirement of the new concept art education is creativity but training graphic skills is a matter of memory, accurate training and order. The graphic record is the culmination of long-term effort, integrating elements of physical and music education. Graphic skills are developed naturally by frequent use of arts means.The development of graphic skills may be improved, thereby improving the child´s readiness for writing in primary school by the deliberate development of the coordination of sight and the hand, regular exercises for relaxing the arm, the wrist and the hand, during music and physical education. Exercises for the individual age groups from the age of three are described in detail. In the curriculum they are not included in art education but in games, physical education and music education.

214. **TARANTUYEVA, T.:** U semi nyanek. (At the seven nannies.)
Semya i shkola, 1988, no. 9, pp. 18-19

Half of all six year olds in the USSR attend primary school and there is a percentage mania competition between towns, districts and regions for training the largest number of six year olds for school. In Moscow only one third of the schools have created conditions for admitting six year olds. The Ministry of People´s Education has issued guidelines for all six-year olds to be taucht in basic schools. The old habit of submission, dictate and no help has again become manifest. In 1973 the research institute for pre-school education pointed to the possibility but not the need of teaching children from the age of six, this however, in nursery school conditions. In 1982 the college of the Ministry of People´s Education upheld the possibility of children being taught to read, write and the foundations of mathematics by nursery school teachers. The nursery school also provides for a correct daily regime of the children. The Institute for pre-school education drew up the programme of education and teaching of six-year olds in preparatory departments of nursery schools. The programme was tried and proved suitable for the children.

The children liked to learn, they were not tired and the physiological indicators were satisfactory. School didactics specialists drew up special curricula for six-year old children. It was found that in order to match the results of preparatory departments of nursery schools the school needed twice as many lessons. In school lessons the class of six-year olds is usually divided into three parts according to achievement. In the preparatory department of the nursery school all children work at the same pace, this pace will depend on confidence in one´s own capability, and will increase from one achievement to the next. The nursery school is able to prepare six-year olds for the demands which will be placed on them at the age of seven, i.e., the age at which they start compulsory school attendance. Nursery school teachers who are graduates of secondary educational colleges have been trained for the education of six-year olds in a one-year distance course.

215. TRUBÍNIOVÁ, V.: Výsledky inšpekcií a hodnotenia pripravenosti detí na základnú školu. (Results of inspections and evaluations of the readiness of children for basic school.)
Predškolská výchova, 42, 1987/1988, no. 5, pp. 6-9
3 tabs.

Information is presented on the inspection and evaluation of the school readiness of 5 - 6 year old children. The T-158 test (Observation diagram for evaluating school readiness) and the T-138 test (Knowledge test for pre-school children) were used. Criteria were developed for evaluating the work of nursery school teachers. These criteria were applied during visits to nursery schools to evaluate the teacher´s work. 649 pre-school institution were visited and testing was carried out in 15. The inspections showed that the set tasks were best fulfilled in the development of the children's cognition, the results were not as good in mathematical and language education. Of the 400 tested children 48.25% achieved grade one evaluation. Only two children showed total unreadiness. The lowest grades were received by children who had attended nursery school irregularly or only shortly.

216. VENGER, A.: Ucheniye polno neozhidannostey. (Learning if full of unexpected phenomena.)
Semya i shkola, 1988, no. 1, pp. 1-21
1 photo

Examples are given to prove that many children with abilities and aptitudes are non-achievers in school. The parents of such gifted children do not realize that the child's personality has to be developed complexly. In cooperation with the teacher of the first grader such problems as the inability to work according to the guidelines given by the teacher and the lack of logical thinking can gradually be eliminated. The parents matter of fact attitude to their child's difficulties in first grade will help overcome the said problems.

217. ZOPFI, Ch.: "Was mached ir eigentlich?" (What do they actually do?) .
Der Schweizerische Kindergarten, 78, 1988, no. 10, pp. 20-22
2 photos

A meeting was held to discuss the work of the nursery school and junior elementary school which was attended by nursery school teachers, teachers of junior elementary classes, the school authority and school psychologists. The discussion showed that elementary school teachers know very little about the content of nursery school. For the school authority the meeting proved very useful showing the necessity of improving contacts between the two categories of teachers, of informing parents about the admission of children to nursery school, of adjusting junior classes to the needs of small children. The meeting demonstrated that it will be necessary to define what demands should be placed on a child to make it well prepared for school.

see also entries nos 81, 305, 382, 394

6.4 Teaching and learning aids and technical educational media

218. BIČIŠŤOVÁ, E.: Podíl učitelek mateřských škol na tvorbě pedagogických čtení a učebních pomůcek v r. 1987.
(The share of nursery school teachers in the creation of educational readings and learning aids in 1987.)
Predškolské výchova, 42, 1987/1988, no. 4, pp. 11-13
2 refs.

In the central round of Pedagogical Creativity 1987, the subcommission for pre-school education evaluated two pedagogical readings relating to the themes: The development of children's creativity in nursery school conditions; Paramilitary and movement games in the school and in nature for children of pre-school age. Also evaluated were seven teaching and learning aids. In its evaluation of creativity in pre-school education the central commission pointed out that educational readings are thematically address partial problems of the individual educational components. The choice of the theme should be founded on the comprehensive concept of educational work and even partial questions should be approached in a broader context. Shortcomings were found in form. Here methodologists and specialists should give a helping hand. A similar situation was found in the presented teaching and learning aids. In some instances the material costs, laboriousness and handling of the aid are out of proportion with its didactic effect. Before they advance to the regional round of the competition the competitors should be invited to Komenium, national enterprise, where they should be given advice by the R and D department, hence precluding duplicity.

219. DÖHITZ, R.: Zur Arbeit mit der Bildfolge "Der Hase in der Grube". (Work with the pictorial serial "Bunny in his lair".)
Neue Erziehung im Kindergarten, 1988, nos 7/8, pp.155-158
4 figs.

Work with a new demonstration aid is described which was developed at the Institute for Teaching Aids of the Academy of Pedagogical Sciences of the GDR and published by the State Office for Teaching Aids. The aid includes four demonstration pictures in A4 format and a set of 6 pictures in A6 format for each child. The aid meets the requirements of the programme of educational work and has a wide range of uses.

220. LORETAN-BAUMELER, B.: Didacta 1988: Bauklötze, Computer, und Panzer an der 6. Lehrmittelmesse.
(Didacta 1988: building kits, computers and tanks at the 6th trade fair of educational media.)
Der Schweizerische Kindergarten, 78, 1988, no. 4, pp. 19-23
16 photos

There were 593 exhibitors from 28 countries. School equipment made up the major part of the exhibition: laboratories, audiovisual aids, computers and text-books. The "Leopard" tank with training programme aroused considerable embarassment among teachers and peace organizations. There were few toys and not much equipment for nursery schools. LEGO, the manufacturers of the world-known building kits invited children from Basle nursery schools to play with their sets and thus to demonstrate them to the general public. The Swiss nursery school teachers' association exhibited its publications at the trade fair.

221. RUBÍNOVÁ, V.: K podpoře polytechnické výchovy.
(Endorsing polytechnical education.)
Hračka, 23, 1988, no. 2, pp. 4-5
7 photos

An evaluation is made of an exhibition of polytechnical aids which was held for ten days at the Prague Julius Fučík Park of Rest and Recreation by the State Commission for Scientific, Technical and Investment Development. Concurrently held were several events, such as Education Day which included a lecture on the use of elektronic toys and computer technology in the nursery school and in elementary school. The report also informs of exhibits of home and foreign make which were on display. Special attention is devoted to new products made by Czechoslovak enterprises and cooperatives which aroused great interest among the visitors. This mainly included the Krabík elektronic building kit which is mainly designed for pre-school children. It acquaints the child with the basic effects and manifestations of electric current and with the elements of simple electric circuits.

see also entries nos 111, 162, 420, 488

7 HEALTH CARE AND PHYSICAL EDUCATION

222. DUNOVSKÝ, J.: Komplexní péče o děti a školní zdravotní péče v ČSR. (Complex care of children and school health care in the Czech Socialist Republic.)
Československá pediatrie, 41, 1988, no. 8, pp. 485-488
4 diagrams, 8 refs.

The paper was presented at the international symposium on school hygiene and medicine held in Prague in 1987. Czechoslovak concept of pediatrics developed in 1985 integrates school health care in the Czech Socialist Republic in the established system "Complex pediatric care" mainly based in the pediatric health care precinct respecting the specificities of health, hygiene and education aspects of school age. The decisive principle is the principal role of the district pediatrician, interdisciplinary and team cooperation and the participation of parents.

223. KNOROVÁ, J. - MELEGOVÁ, V.: Telesná výchova v jasliach.
(Physical education in the crèche.)
Predškolská výchova, 43, 1988/1989, no. 2, pp. 6-8

Information is presented on the methodological handbook Physical Education in the Crèche. The theoretical part of the publication gives the characteristics means and content of physical education. Inurement is a separate chapter. The other chapter are: Content of physical education in the crèche, Organizational forms of physical education and its structure, Methodological guidelines for physical education, Examples of physical education activities, Pre-swimming training in the crèche. The pictorial supplement shows health exercises, postures, etc.

224. TONKOVA-YAMPOLSKAYA, R.V. - CHERTOK, T.Ya.: Vospitatelyu o rebenke doshkolnogo vozrasta: Ot rozhdeniya do 7 let.
(To the educator on the child of pre-school age: from birth to the age of 7.)
Moscow, Prosveshcheniye, 1987
Rev.: Kamalina, L.
Doshkolnoye vospitaniye, 1988, no. 12, pp.87-88

The publication is introduced with the chapter "The healthy picture of the life of the family is the basis for the correct development of the child". The book also includes guidelines for infant care, a description of the anatomical and physiological specificities of children between the ages of one and two, and an extensive chapter "From three to school". The final chapter discusses childhood diseases and their prevention.

see also entries nos 91, 212

7.1 Nutrition

225. GRAEHN, G. - PÖRS, U.: Über Ernährung und Ernährungserziehung im Kindergarten. (On nutrition and education of correct eating in the nursery school.)
Neue Erziehung im Kindergarten, 41, 1988, no. 1, pp. 18-20
1 photo, 4 refs.

The authors proceed from an experiment which was carried out in Canada in 1939 when children between the age of 6 - 11 months which had not as yet developed their own preferences for differeant foods, were given the choice of a wide range of foods which included fruit, vegetables, proteins, saccharides, fats and carbohydrates. The child also got as much food as he wanted. The experiment proceeded under the supervision of physicians and lasted four years. The study showed great variability of choice among the children but in essence the children did not make any diet mistakes and the composition of the individual components of the food was adequate to the growth and development of their organisms. Monitoring programmes in nursery schools now reveal many schortcomings in nutrition. More than 50% of all nursery schools get their meals from central kitchens and this is the cause of great losses in the nutritional value of the food. A project has now been initiated in cooparation with the parents which should improve this situation. It was found that there is a direct relationship between dentition and correct nutrition and measures have therefore been taken to increase the amount of fruit and reduce the amount of sugar in children´s food.

see also entry no. 538

7.2 Motor development and physical exercises

226. BAKALOVÁ, A.: Jak klademe základy duševní hygieny.
(How we lay the foundations fo mental hygiene.)
Predškolská výchova, 42, 1987/1988, no. 3, pp. 23-23
2 photos

The experience is presented of a teacher who uses elements of yoga exercises in her work with children. Before starting this work she sought the advice of experienced yoga trainers and got most of her ideas and stimuli for her work from nurses and rehabilitation personnel in spas and rehabilitation institutions where yoga exercises are used, e.g., in the treatment of children suffering from diseases of the respiratory tract, mainly asthma. All agree with data published in the literature that these exercises have favourable effet not only on the health of the children but also on their psychological well-being. Pending approval by parents they exercise every morning and twice a week during physical education. For the exercise the teacher uses pictures of various animals showing the sequence of movements and the posture itself. Highly appropriate is the illustrated translation of the ancient Indian text Kahan Yoga for children published in the Czech children´s magazine Mateřídouška. The physical exercise helps children to relax, improves their concentration, they are fresh, full of natural activity and in a good mood.

227. DAVIDOVÁ, E.: Přirozená cvičení v tělesné výchově.
(Natural exercises in physical education.)
Předškolská výchova, 42, 1987/1988, no. 8, pp. 14-17.
(Part 1.)
3 photos
Walking is a cyclic movement with repetitive movements, actively involving 56% of all body muscles. This clearly

makes correct walking very important for the development of the child and hence it is very important to teach children to walk correctly. Various types of walk are described, the methodology of walking presented and examples given of training walking in children of three age groups.

228. DAVIDOVÁ, E.: Přirozená cvičení v tělesné výchova. Pokrač. 1. (Natural exercises in physical education. Part 2.)
Predškolská výchova, 42, 1987/1988, no. 10, pp. 18-19
1 fig.

It is important that children of pre-school age should learn to run lightly, with correct coordination of the movement of the arms and legs. Various types of running are describe, the methodology of teaching running to children of pre-school age presented and examples of such training are given for children of the ages 3 - 4, 4 - 5 and 5 - 6 years.

229. DAVIDOVÁ, E.: Přirozená cvičení v tělesné výchově. Pokrač. 2. (Natural exercises in physical education. Part 3.)
Predškolská výchova, 42, 1987/1988, no. 11, pp. 17-19
1 photo

All types of jumps strengthen the bone and muscle systems of the legs, trunk, train movement coordination. Various methodology of training is presented and the content of the exercises for three age groups of children given.

230. DAVIDOVÁ, E.: Přirozená cvičení v tělesné výchově. Pokrač. 3. (Natural exercises in physical education. Part 4.)
Predškolská výchova, 43, 1988/1989, no. 1, pp. 18-20
2 photos

Stalking, crawling, climbing over obstacles and climbing are very beneficial activities, they strengthen the muscles of the trunk, the back and the arms and hands, they develop the mobility of the spine. The content is presented of exercises for three age groups of children from the ages 3 - 6 with the appropriate methodological guidelines.

231. DVOŘÁKOVÁ, H.: Pohybová aktivita jako prostředek zvyšování tělesné zdatnosti, otužilosti a upevňování zdraví. (Motor activity as a means of improving physical fitness, inurement and strengthening health.)
Predškolská výchova, 42, 1987/1988, no. 8, pp. 13-15

The functional characteristics of the organism are proved and physical fitness increased by an adequately intensive load over an adequate length of time. The spontaneous activity of children is highly intensive, generates great energy with a quick heart beat. Work with children should proceed from their natural needs, they should be given adequate space and time for free movement. It is not right to restrict the spontaneous activity of children for fear of overloading because the organism of a healthy child has sufficient defence system of its own. Short-term repetitive dynamic loading i.e., games, will increase the volume and time range of activities and will develop the physical and subsequently also the mental endurance of the child. The psychic involvement of the child given by motivation is an important stimulating and limiting factor.

232. DVOŘÁKOVÁ, H.: Zdravotní cviky v programu výchovné práce. (Health exercises in the programme of educational work.)
Predškolská výchova, 42, 1987/1988, no. 5, pp. 16-17
11 figs.

Exercises for relaxing the hip joint. The motility of the hip joint is important for walking and for other everyday routine movements. Motility should be increased within normal physiological limits. Exercises are given for children in the age groups of 3 - 4, 4 - 5 and 5 - 6 years. The methodology and motivation is given for each exercise.

233. HÖLLGE, J.: Pohyb a vývoj dítěte. (Movement and development of the child.)
Děti a my, 18, 1988, no. 1, pp. 16-17
3 photos

Assoc. Prof. Dr. Jaroslav Hölge of the IVth pediatric clinic of the Faculty of Medicine, Charles University, Prague, characterises the individual periodes of the development of the child; i.e., the neonate, the infant, the toddler, the pre-school child, with regard to the development of the motor system and of mental abilities. Movement should be the source of joy and the means for enriching mental cognition. The child should be given the opportunity of observing people at different work and leisure activities, to become familiar with new objects. We must allow the child to imitate all he has seen. All such activities should become joyful play for the child.

234. KOLLER, S.: Telesná výchova v materskej škole. ... a kol.
(Physical education in the nursery school. Koller, S. et alia.)
Bratislava, SPN, 1987, 304 pp
Rev.: Mojtová, K.
Predškolská výchova, 42, 1987/1988, no. 5, pp.30-31

The book contains 6 chapters and one supplement: 1. Physical education in pre-school age - the basis for the healthy and allround development of the child´s personality. 2. Anatomical and physiological characteristics and motor development of the child of pre-school age. 3. Implementation of the tasks of physical education in the everyday pedagogical process. 4. The pedagogical and methodological preparation and organization of exercises and games within physical education. 5. Set of exercises and examples of physical occupation for children. 6. Content and methodological guidelines and exercises. The book has been translated from German.

235. PETŘÍKOVÁ, M.: Rodiče a děti. 1. cvičební hodina.
(Parents and children. 1st training lesson.)
Základní a rekreační tělesná výchova, 33, 1988, no. 1, pp. 4-5 Part 1
9 figs.

The training lesson has an educational goal. It acquaints parents and their children with the foundations of joint exercises, the differentiation of the group and the foundations of formal exercises. Printed on the back cover are illustrations to this article.

236. PETŘÍKOVÁ, M.: Rodiče a děti. 2. cvičební hodina. Pokrač. 1. (Parents and children. 2nd training lesson. Part 2).
Základní a rekreační tělesná výchova, 11, 1988, no. 2, pp. 4-5

The lesson follows up on the theme of the first training lesson and further develops elements trained frontally for exercises in position. The back cover carries a photograph of the exercise.

237. PETŘÍKOVÁ, M.: Rodiče a děti. 3. cvičební hodina. Pokrač. 2. (Parents and children. 3rd training lesson. Part 3.)
Základní a rekreační tělesná výchova, 11, 1988, no. 3, pp. 4-5
7 figs.

The PE lesson is oriented to gymnastics, this namely to exercises on apparatur and the sommersault. As this is a more complex type of lesson the author suggests the inclusion of complementary exercises. The back cover picture shows such exercises.

238. PETŘÍKOVÁ, M.: Rodiče a děti. 4. cvičební hodina. Pokrač. 3. (Parents and children. 4th training lesson. Part 4.)
Základní a rekreační tělesná výchova, 11, 1988, No. 4, pp. 4-5
7 photos

The lesson is oriented to gymnystics with the gradual introduction of apparatus. During the exercise the parents lead the children to independent exercises. Sketches and drawings are printed on the fourth page of the cover.

239. PETŘÍKOVÁ, M.: Rodiče a děti. 5. cvičební hodina. Pokrač. 4. (Parents and children. 5th training lesson. Part 5.)
Základní a rekreační tělesná výchova, 33, 1988, no. 5, pp. 4-5
2 sketches, 2 figs.

The training lesson is aimed at teaching the children the basic rules of competitive games and exercises. Two adults are required for each child. Complementary sketches and drawings are printed also on page 4 of cover.

240. PETŘÍKOVÁ, M.: Rodiče a děti. 6. cvičební hodina. Pokrač. 5. (Parents and children. 6th training lesson. Part 6.)
Základní a rekreační tělesná výchova, 33, 1988, no. 6, pp. 2-3
8 figs.

The training lesson is devoted to exercises with ropes, is focused on the emotional characteristics of the exercises and on strengthening the lower extremities, mainly of the parents. There is a pictorial supplement on the fourth page of the cover relating to this article.

241. PETŘÍKOVÁ, M.: Rodiče a děti. 7. cvičební hodina. Pokrač. 6. (Parents and children, 7th training lesson. Part 7.)
Základní a rekreační tělesná výchova, 33 1988, no. 7, pp. 7-8
3 figs., 4 sketches

The lesson is devoted to the versatile use of benches in PE. The text is completed with illustrations printed on the fourth page of the cover.

242. **PETŘÍKOVÁ, M.:** Rodiče a děti. 9. cvičební hodina. Pokrač. 8. (Parents and children. 8th training lesson. Part 8.)
Základní a rekreační tělesná výchova, 33, 1988, no. 9, pp. 7-8
7 figs.

The lesson is devoted to the development of dexterity, coordination and courage, using moduler boxes. The lesson is completed with illustrations on page 4 of the cover.

243. **PETŘÍKOVÁ, M.:** Rodiče a děti. 10. cvičební hodina. Pokrač. 9. (Parents and children. 10th training lesson. Part 10.)
Základní a reakreační tělesná výchova, 33, 1988, p. 15
4 figs.

The educational goal of the lesson is to demonstrate an untraditional lesson in the gymnasium which is easy to apply in the home and within the family circle. Illustrations are published on page 4 of the cover.

244. **PETŘÍKOVÁ, M.:** Rodiče a děti. 11. cvičební hodina. Pokrač. 10. (Parents and children, 11th training lesson. Part 11.)
Základní a rekreační tělesná výchova, 33, 1988, no. 11, pp. 5-6
2 figs.

The educational goal of the lesson is to teach children the basic skills of exercises with the ball. Illustrations are printed on page four of the cover.

245. PETTERSEN, R.J.: Förnvelse i förskolan. (Innovations in the nursery school.)
Studentliteratur 1987, Stockholm
Rithander, S.: Spännande utveckling. (Adventurous development.)
Förskolan, 70, 1987, no. 10, p. 27
1 photo

Teaching skills should be stimulating and interesting already in early childhood. Children should be given the possibility to become acquainted with various materials and to develop in a natural way the motor skills of the hand and of the whole body.

246. PETZLOVÁ, L.: Zdravotní tělesná výchova. (Rehabilitation physical education.)
Základní a rekreační tělesná výchova, 33, 1988, no. 4, pp. 10-11
4 figs.

The exercise is designed for physically delicate children and their parents and is divided into four basic units which are suitably completed with pictures. The back cover carries pictures of characteristic exercises for the gymnasium and for open air.

247. PREUSCHOFF, G.: Babys können mehr! (Babies can do more.)
Spielen und lernen, 1988, no. 1, pp. 38-39
3 photos

Examples are given from the PEKIP programme of infants´ movement training (Prager - Eltern - Kinder-Program). The programme proceeds from the Czechoslovak programme of educating infants through movement which was introduced in the 1950´s by Dr. Jaroslav Koch at the Institute for Care of Mother and Child in Prague. The said programme has positive effect not only on the development of the motor system itself but on the sociability of the child in general.

248. SCHÜTZE, CH.: Nervenkitzel. (Tickling the nerves.)
Spielen und lernen, 1988, no. 8, pp. 24-26
8 photos

The author demonstrates on the behaviour of a two year old boy the importance of various movements and situations in which the child reaches to the limits of his possibilities. She points to the relationship between movement and the development of the intellect and describes children's activities which to the adult often seem to be unnecessary and dangerous "naughtiness" but which develop important mental functions, and are indispensable for the child. Equilibrium, spatial feeling and estimate provide the child with experience and stimulate brain activity. One should therefore have ample patience with the child's movement exploration in space.

249. ZEZULÁKOVÁ, J. - VLACH, V. - DOLANSKÝ, J.: Sledování motorického vývoje kojenců v rutinní pediatrické praxi. (Monitoring the motor development of infants in routine pediatric practice.)
Československá pediatrie, 43, 1988, no. 5, pp. 363-365
3 tabs., 3 refs.

The article describes a scheme under which the motor development of infants is monitored at the ages of 4, 8 and 12 months. The aim of the scheme if to find the most effective method of making a rapid approximate assessment of the state of the motor development of the infant using experiences gained with the examination of prenatally high risk individuals.

see also entries nos 223, 254, 256, 275, 279, 293

7.3 Health care aspects: daily regimen, inurement

250. BARTL, A.: Spass am Krankenbett. (Amusement in the hospital bed.)
Spielen und lernen, 1988, no. 11, pp. 58-60
4 photos

The author presents themes for games and activities for the bedridden child. Instead of the traditional drawing and looking at books and pictures she suggests sensory tactile games under the blanket when the child is asked to discern objects, "painting" with the electric torch in a darkened room, hide and seek in a room where the adult or the visitor seeks objects following the child´s instructions. Interesting are surprise pictures which the parents can prepare for the child by drawing contours of objects on white paper with wax pastel colours. The child will then colour the sheet of paper with water colour and the contour will appear.

251. BINDAS, I.: Enuréza u detí. (Enuresis in children.)
Predškolská výchova, 43, 1988/1989, no. 4, pp. 18-19

Enuresis may have physiclogical, genetic or psychic causes. The urinary apparatus is relatively sensitive to stress and emotional load. This may include extreme strictness, authoritarian upbringing, intensive punishment, adaptation difficulties caused by the child´s transition to a pre-school institution. By bed-wetting the child responds to a negative emotional climate which he is unable to cope with. Educators in pre-school institutions should notify parents of such significant factors.

252. BOKAJOVÁ, T. - ŠOLTÝSOVÁ, H.: Hľadanie ďalších postupov v práci pri prevencii respiračných ochorení. (Seeking further procedures in the prevention of respiratory diseases.)
Predškolská výchova, 42, 1987/1988, no. 2, p. 25

A description is presented of proven methods of inurement used at the demonstration crèche at Vranov nad Topľou. Thermal inurement lasts 10-12 minutes and the initial temperature in the room gradually drops from 22°C to 18°C for the morning warming up exercises. All the children involved must be active during therapy. Water massage with thermal baths has positive effect on the infants' organism.

253. CIHELKOVÁ, M.: Přizpůsobování dětí na jesle podle zkušeností Středočeského kraje. (Children's adaptation to the crèche - experiences in Central Bohemian region.)
Československá pediatrie, 43, 1988, no. 12, pp. 733-736
5 refs.

Experience is generalized with the implementation of the protective adaptation regime in the crèche. The preparation of children for the crèche, the adaptation process and difficulties encountered in the process are described. In the Central Bohemian region the protective regime was introduced eight years ago also in crèche units of jount crèche-nursery school institutions.

Efforts are now being made for the regime to be introduced in the first grade of nursery school for children from the age of two years,

254. CHEVELEVA, N.: Chto vy znayete o slukhe vashego rebenka? (What do you know about the hearing of your child?) Doshkoĺnoye vospitaniye, 1988, no. 10, pp. 101-103

Good hearing is indispensable for the normal development of the child's speech. Even minute impairments cause speech impediments and thereby also slower development. If at the age of seven months the child does not respond to a sound signal but only to visible signals this indicates an impairment and the child should be taken to a specialist. The child's hearing may be endangered by extreme noise, sharp sounds and water getting into the ears.

255. DAVIDOVÁ, E.: Za zdravý tělesný vývoj. (For a healthy physical development.)
Predškolská výchova, 42, 1987, no.3, pp. 15-18
2 photos

Experience is presented gained in the district of Nový Jičín. Before the morning exercise the room is aired with maximum temperature only reaching 15°C. The children will take their morning exercise in shorts, in most schools barefooted (pending the approval of the physician and the parents). The morning physical exercise programme runs as follows: brisk introductory part, preparatory health part, main part and movement exercise accompanied by music. The following procedures are applied for effective use of time: 1. Exercises in teams with complementary exercises are beneficial especially when the children are learning a new exercise. 2. Exercises on a hurdles track; children pass from one apparatus to another. 3. Exercises in position are designed for the eldest children. They allow high intensity, increase endurance and overall fitness. Movement to the accompaniment of music at the end of the exercise programme consists of simple children's dances drawing on folklore. If there is no musical instrument the children can dance to the teacher's singing and can join in. Singing during such exercise will endorse the function of the respiratory organs. Singing is voluntary, the children are not forced to sing and practice has shown that a child who cannot cope will simply stop singing. Stay in the outdoors is a natural form of inurement where the natural environment is used for training dexterity, equilibrium and endurance.

256. FOTTOVÁ, M.: *Efektivní formy otužování.* (Effective forms of inurement.)
Predškolská výchova, 42, 1987/1988, no. 11, pp. 20-23
2 photos, 22 refs.

Information is presented on methods of inurement in the USSR. Highly effective and easily accessible is movement activity outdoors throughout the whole year and at low temperature.

257. FROLOV, V.G.: *Fizkul'turniye zanyatiya, igry i uprazhneniya i na progulke.* (Physical training, games and execises outdoors.)
Moscow, Prosveshcheniye, 1986
Rev.: Gesanov, J.
Doshkolnoye vospitaniye, no. 4, p. 64

Guidelines are given for the rational and planned organization of outdoors stay of children of different ages.

A programme is included of physical exercises for different weeks of the year. Special attention is devoted to outdoors activities in the winter months.

258. GLUSHKOVA, M.: *Sistema za optimizirane na dvigatelnata aktivnost.* (System of optimising movement activity.) Preduchilishtno vǎzpitanie, 36, 1988, no. 5, pp. 26-27 6 refs.

Information is presented on a survey which was made to determine the functional possibilities of children of preschool age given by their physical development, motility and the state of their cardiovascular system. The results show how movement helps to improve quickness, strength, endurance, flexibility and dexterity in children.

259. GRAEHN, G.: *Kariesprophylaxe mit Fluoriden.* (Protection against tooth decay by fluorides.) Neue Erziehung im Kindergarten, 41, 1988, nos 2/3, pp. 50-51

The author describes the importance of fluorine for protection against tooth decay and informs of GDR practice. During her investigation she found that neither parents nor teachers appreciated the importance of fluorine and that the general knowledge of doses and optimal administration is very small. She recommends that the habit of taking fluoridated tablets at least 300 times a year, best on a daily basis should be inculcated in children from early childhood. She also gives a list of fluoridated toothpastes.

260. **HABIŇÁKOVÁ, E.:** Analýza uspokojovania potrieb detí vychovávaných v jasliach. (Analysis of how the needs of children raised in crèches are met.)
Predškolská výchova, 42, 1987/1988, no. 6, pp. 3-6
(to be cont.)
2 fig., 1 photo, 10 refs.

At the end of 1986, 19.56% of the population of children under the age of 3 attended crèches in the Czech Socialist Republic, 23.16% in the Slovak Socialist Republic. Witn regard to the prospects of the development of the young generation in the Czechoslovak Socialist Republic the most outstanding problems with respect to these children were their sick rate, the length of their daily stay at the crèche and problems of their physiological rhythm to make it meet the children´s needs and observe the principles of mental hygiene. In 1986 a eesearch project was launched to study the possibilities of meeting the children´s needs in crèches. The first stage of the research project will analyse how and to what extent the crèche meets the children´s sleep requirements.

261. **HABIŇÁKOVÁ, E.:** Analýza uspokojovania potreby spánku 12-18 mesačných detí v jasliach. Pokrač. 1. (Analysis of meetings the sleep requirements of 12-18 months children in crèches. Part 2).
Předškolská výchova, 42, 1987/1988, no. 8, pp. 5-9
3 tabs., 1 graph, 2 photos, 9 refs.

The results are presented of a study of children´s sleep between the ages of 12 - 18 months, at which age children are assumed to require two day sleeping periods with a total daily sleep requirement of 15 hours. Documentation was obtained through questionnaires distributed to parents and crèche nurses monitor to data on the length of sleep during five working days of one working week. The discrepancy between the required quantity of sleep and the real state amounted to a theoretical 1 h 12 mins a day. The longest average quantity of sleep was recorded on Friday, including Friday to Saturday night. The child is unable to substitute sleep loss caused by early morning rising during the daytime nor can he "store" sleep by going to bed earlier.

262. HABIŇÁKOVÁ, E.: O funkciách spánku a o možnostiach uspokojovania tejto potreby. Pokrač. 2. (Functions of sleep and possibilities of meeting sleep requirements. Part 3.)
Predškolská výchova, 42, 1987/1988, no. 9, pp. 3-6
2 photos, 1 fig., 9 refs.

Recuperation through sleep takes place mainly in the first three hours of night sleep on condition that bedtime is a biorhythmically satisfactory time, that the day had a normal course. Day sleep cannot bring such recuperation but may attenuate increasing fatigue. The results of the research showed that the biological needs of children should be respected, that sufficient duration of night sleep should be provided (in cooperation with the family), between 6 - 6.30 a.m. To the age of 18 months conditions should be created for two daytime sleeping periods. Sleep and activities leading up to sleep are intimate and require considerate and kind handling.

263. IBRAGIMOVA, V.S.: Tochechniy masazh. (Tactile massage.) Moscow, Meditsina 1985
Rev.: Martynov, S.: Zdorovye rebenka v vashikh rukakh. Doshkolnoye vospitaniye, 1988, no. 4, pp. 71-76 3 figs.

The method of tactile massage developed by A.A. Umanska described by V.S. Ibragimova is a massage of bilogically active points which may be carried out by parents according to guidelines from the pediatricians or from the book. Systematic and correct implementation may increase the resistance of the organism to cold, moisture, viruses and microbes. It is one method of the inurement of children. Pictures illustrating the article show the zones of touch and a description of the massage is given. Even a thorough brushing of the teeth will massage a certain zone. Walking barefooted not only has positive effect on forming the goot arch but there are also zones on the soled where touch (massage) affects the function of vital organs.

264. ILIEVA, S. - ILIEVA, V.: Stomatologichna profilaktika v preduchilishtna vǎzrast. (Stomatological prevention in pre-school age.)
Preduchilishtno vǎzpitanie, 36, 1988, no. 3, pp. 34-36

Tooth plaque, parodontitis and the deformation of teeth and jaws are diagnosed in pre-school age. The education of children and the attention of their parents should be focused on the prevention of dental diseases.

265. KOTULÁN, J.: Otužování dětí v mateřských školách.
(Inurement of children in nursery school.)
Predškolská výchova, 42, 1987/1988, no. 3, pp. 12-13
4 photos

The hygiene service of the Czech Socialist Republic together with the personnel of selected 118 nursery schools monitored the results of the meticulous observation of health principles contained in the respective regulations and in the Programme of Educational Work for Crèches and Nursery schools. The results showed that the observance of the respective principles reduced the number of acute diseases of the respiratory tract by 25.6%, and the number of days with symptoms of the disease by 15%. These results are significant not only with regard to health care but also with regard to economic factors because they reduce the absence of mothers from work, wage costs and allocations for child care, costs of medical care. On the basis of this experience methodological guidelines were drawn up entitled "System of health improvement measures in nursery schools" which with the approval of Ministry of Education will be distributed to nursery schools. The main principles include: 1. maintaining the appropriate temperature in the rooms and providing children with appropriate clothing for that temperature (to prevent excessively warm clothing), 2. stay in the open air, movement activity of the children, sleep in the open or with open windows, 3. special inurement procedures (by air, water, if this is not possible to create the appropriate conditions for such treatment), 4. effective ventilation, 5. morning health scan in cooperation with the parents, 6. personal hygiene of children and personnel.

266. **KUCHTA, M.:** Pozor na pasívní kouření. (Beware of passive smoking.)
Děti a my, 18, 1988, no. 2, pp. 23-25
2 photos

The article was published to endorse the anti-smoking campaign "A Chance for 3 Million". The author analyses the negative effects of passive smoking on the organism of the child. The child is the greatest wealth of the family and it is therefore unbelievable that there are parents who smoke in the presence of their children thereby damaging their health.

267. **KUCHTA, M.- SPIŠÁK, B.:** Jazda automobilom a pasívne fajčenie detí. (Going by motor car and passive smoking in children.)
Československá pediatrie, 43, 1988, no. 5, p. 362
5 refs.

The aim of the contribution is to point to the negative effect on children of going by car with smokers. A report is presented on the examination of 10 children, passive smokers, in whom harmful substances from cigarette smoke were found after they had travelled in a closed motor car driven by a smoker. The author, a physician at a pneumological clinic, states that 75% of all children treated at the clinic are passive smokers.

268. **LEJDAROVÁ, M.:** Správné držení těla u dětí. (Correct body posture in children.)
Predškolská výchova, 42, 1987/1988, no. 12, pp. 21-23
8 photographs, 2 refs.

Incorrect body posture and spine disorders are found in children of pre-school age. In the nursery school correct motor habits should be formed which become essential for life and to a considerable extent help to prevent the incidence of civilization diseases of the motor apparatur. Body posture in children may be classified into four types applying the criterion of standard postures. The characteristics of the four types of body posture are described and correst and incorrect body posture in different positions is shown in photographs.

269. LINDNER, S.: Sicherung eines erholsamen Mittagsschlafes.
(Providing quiet noonday sleep.)
Neue Erziehung im Kindergarten, 41, 1988, no. 5, pp. 104-106
2 photos, 1 ref.

The author points to the importance of noonday sleep and describes her experience with after lunch rest in the nursery school. She states that in order that the child really gets proper rest a number of pre-conditions will have to be met ranging from a comfortable bed to a quiet and well-aired bedroom to sleep rituals which includes the lullaby, a short bed time story, caress, cuddling - all this according to the individual needs of the respective child.

270. LIPKOVÁ, V.: Aktuálne úlohy na úseku hygienickej starostlivosti. (Actual tasks in hygiene care.)
Predškolská výchova, 42, 1987/1988, no. 3, pp. 9-11

The greatest shortcoming of pre-school institutions are high sick rate, namely the frequent incidence of diseases of the respiratory organs. In the struggle against air-borne diseases ventilation, cleanliness and a dust-free environment have basic importance.

Monitoring the sickness rate in nursery schools in Bratislava proved that the more crowded the classes the higher the sick rate. It will therefore be necessary to reduce the numbers of children in the class. Very important are the morning check-up and the observance of collective isolation, i.e., not to join children from different classes to prevent the spread of any disease. Inurement procedures contribute to improve the resistance of the organism which is manifest in the drop in the number of acute respiratory diseases. This was borne out by the results of monitoring three groups of Bratislava children. One group attended routine air and water procedures, the second group went to the sauna regularly and the third group were controls without any inurement. The experiment showed that systematic procedures increase the resistance of the organism and are better in this respect that the sauna. Another important factor is movement, especially outdoors. In order to learn correct body posture children should be allowed to change the body position. Lengthy activities in sitting position are inappropriate and health damaging for children.

271. LORETAN-BAUMELER, B.: AIDS und Kindergarten. (AIDS and the nursery school.)
Der Schweizerische Kindergarten, 78, 1988, no. 3, pp.21-24
3 figs.,6 refs.

Children at this age cannot acquire AIDS, they may only acquire it in their mother´s womb or during delivery. The period elapsing between contraction of the disease and the onset of the disease is shorter than in adults so that these children usually die in early childhood. If the child survives and his health permits he may attend nursery school and school, there is no danger of infection. There is a certain risk in case of strong bleeding from a lesion when blood penetrates from the body of the sick child into the body of another child (through cuts, bruises, licking). AIDS cannot be transmitted through intact skin.

272. LORETAN-BAUMELER, B.: HIV-positive Kinder im Kindergarten. (HIV-positive children in nursery school.) Der Schweizerische Kindergarten, 78, 1988, nos 7/8, pp. 12-14

An obligatory schooling session was held in Basle in May 1988 for nursery school teachers on AIDS related problems. The nursery school is mainly concerned with HIV-positive children and there are probably no such children in Basle. The oldest HIV-positive children who could have contracted the virus from their parents have barely reached the age of three to four years. However, teachers have to prepare for HIV-positive children. AIDS in children is manifested by the following symptoms: disorders of the immunity system, the child will often be ill, enlarged lymph nodes, small growth, frequent lung inflammation and inflammation of the middle ear, diarrhoea, mental and development disorders. Transmission of the disease among children is practically zero and so far not one single case of AIDS has been reported in children in the family or in an educational institution. Any direct contact between blood should be precluded, every bruise or other lesion no matter how minor should be disinfected and bandaged, blood spots disinfected (the virus is destroyed by water at temperatures of more than 60°C).Healthy persons with lesions or eczemas should wear gloves. AIDS has deep social impact and causes social problems; namely the placement of the sick child be placed, the dieing HIV-positive mother. In Basle a special home will be opened where AIDS patients could spend the last days of their life.

273. MILEV, P.: Zdraveto - uslovie za detskoto razvitie. (Health - the precondition of the child's development.)
Preuchilishtno vǎspitenie, 36, 1988, no. 5, pp. 23-25
7 figs.

The optimisation of the movement regime is beyond doubt a health strengthening factor. The limits of physical load should, however, be defined for every child. The author describes tests for determining these limits.

274. MUTACHIEV, V. - ALEKSANDROVA, T.: Miogimnastika v detskata gradina. (Myogymnastičs in the nursery school.)
Preduchilishtno vǎzpitanie, 36, 1988, no.3, pp. 33-34

The development of muscles which move the lower jaw and the muscles of the mouth and the tongue is important for forming the arc and correct occlusion. Advice is given how to organize the training of these muscles in nursery school.

275. PETKOVA, E.: Sportno-podgotvitelni igri i uprazheniya v detskata gradina. (Sports preparatory games and exercises in nursery school.)
Preduchilishtno vǎzpitanie, 36, 1988, no. 5, pp. 28-30

The experiment shows that increased intensity and volume of movement activity helps to improve the activity of basic physiological systems. The number of diseases affecting the spine and deformations of the spine decrease, the moral and volitional characteristics of children improve.

276. PREOBRAZHENSKIJ, K.: So vtorogo dnya zhizni. (From the second day of life.)
Semya i shkola, 1988, no. 5, pp. 38-40
1 photo

Japanese children are highly inured. This is enhanced by the Japanese way of life, where the household is only mildly tempered in the winter. As soon as the weather permits, the mother will fasten the infant to her back and carry him outdoors - the infant will be barefooted and will wear no cap. At home the children will also walk barefooted. Out-of-school care of children is unknown and children will mostly spend their summer holidays in town. For this reason great attention is centred on sports and inurement. This starts from birth. Sports and games take place in the streets and parks, the flats are too small for any such activity. Every school has its stadium, no matter how small. In school there is a PT lesson every day with games and ample movement. Swimming is one of the most widespread sports and there are private swimming schools all over the country. On weekdays trainers teach children, the Sunday is reserved for families.

277.SPITCOK, U.: Zähnenputzen verbieten? (Should we forbid children to clean their teeth?)
Spielen und lernen, 1988, no. 2, pp. 12, 14
1 photo

The author responds to the ever more frequent question from parents, namely whether children in nursery school can contract AIDS if owing to carelessness they swap toothbrushes. In some nursery schools parents have already enforced a ban on the cleaning of teeth. The author points out that the risk of the transmission of AIDS is almost zeto. However, the child should consistently be taught correct hygiene habits and personal health responsibility without any unnecessary anxiety and panic stres reactions.

278. ŠIROKOVSKÁ, H. - PORVISOVÁ, J.: Ozdravné opatření v jeslích. (Health betterment measures in the crèche.) Predškolská výchova, 42, 1987/1988, no. 2, pp. 23-24

One point in the collective pledge of the staff of the municipal institution of national health in Ostrava is to reduce the sick rate of children placed in crèches by introducing proven methods of inurement and betterment measures which are gradually brought in by crèche physicians. In the Lužická demonstration crèche in Ostrava-Výškovice dental care is one such measure. After lunch the children wash their face and mouth. The crèche has been provided with special acupressure mats on which the children exercise regularly before being put to bed after lunch. Throughout the year 1 - 2 drops of Vincentka mineral water is inserted in the children's noses twice a week before sleep. These measures have only been implemented for a short period of time but as compared with the year 1985 the sick rate has already dropped.

279. ŠOLTÍSOVÁ, H. - REŠETÁROVÁ, E. - TOCÍKOVÁ, J.: Skvalitňovanie zdravotníckej starostlivosti u detí v jasliach vo Východoslovenskom kraji. (To improve health care of children in crèches in the East Slovakian Region.) Zdravotnická pracovnice, 38, 1988, no. 10, pp. 610-616

Flat foot and incorrect body posture are among the most frequent orthopaedic disorders in children. In the East Slovakia region a methodological sheet has been drawn up for exercising the foot arch and correct body posture. At meetings of the teachers-parents association parents were informed of this and were acquainted with individual exercises and told how to prevent flat foot. Nurses visited those parents who had not attended the meeting to tell them what exercises of the soles and lower extremities the physician had recommended fop their children, and showed them how these exercises should be implemented. All exercises have been taken from the Programme of Educational Work. In order to prevent flat foot the nurses built a "rehabilitation path" whose first part alternates for natural uneven terrain and the second two parts consist of massage mats. Children walk on the path everyday after the siesta.

280. THURM, M.: Keine Angst vorm Zahnarzt. (No fear of the dentist.)
Spielen und lernen, 1988, no. 11, pp. 18-19
3 photos

A report is presented on modern dental care introduced by a dentist in Kreutzberg. The dentist´s office reminds of a sitting room, the dentist and nurse work in civies. Several children at a time enter the office, alone, unaccompanied by their parents who can follow the procedure on video in the next room. The results are excellent. The children do not fear the dentist and are willing to do dental care and to follow the recommendations of the dentist. In the dental care system this method has few followers because it is time demanding and fees for the procedure are much lower than for adult dental care.

281. ZAHÁLKOVÁ, M.: Práce lékaře v jeslích. (The work of the physician in the crèche.)
Predškolská výchova, 43, 1988/1989, no. 4, pp. 6-7
3 refs.

Preventive medical care is undergoing many changes and the increasing numbers of pediatricians allow the introduction of the family child doctor. The structure of crèche children has changed because thanks to longer paid maternity leave children are brought to the crèche later than they used to be many years ago. The total number of children in the crèches has decreased, requirements for help to families with delicate or disabled children have, however, increased. Some infectious diseases have been completely eradicated, yet the number of cases of repeated inflammation of the upper respiratory organs and allergies of all sorts has increased. The work of the physician in the crèche has had to adapt to these changes. Systematic preventive examinations are carried out by the pediatrition in outpatient care in the presence of the parents. The physician examines children at the crèche during every visit. This follows the morning scan of all children by the crèche nurse. Special attention is devoted to newly admitted children and to children who are re-admitted after illness. In cooperation with the crèche personnel the physician assesses the somatic and neuropsychic development of individual children, he monitors collective sick rate and deals with prevention, he cooperates with parents and provides purposeful guidance and counselling.

282. ZMANOVSKIY, Yu.:Vospityvayem detey zdorovymi. (We rear healthy children.)
Doshkolnoye vospitaniye, 1988, no. 2, pp. 68-73.
Part I.

The first of a series of articles deals with the importance of biorhythms which are to be the basis for the organisation of the daily regime. Basic facts are underlined, namely that all processes taking place in the human body have a certain rhythm which is manifested as a universal life law with a broad spectrum of phenomena ranging from the activity of individual cells to the complex forms of man´s intellectual activity. Biorhythms are manifest in the 24 hours pattern by a range of body temperatures, and performances. All this justifies the necessity of arranging the daily regime of pre-school children (examples of such regimes are given) which does, however, have to observe the individual specificities of every child.

283. ZMANOVSKIY, Yu.: Vospityvajem detej zdorovymi. (We rear healthy children. Part 2.)
Doshkoĺnoye vospitaniye, 1988, no. 3, pp. 56-61

The effect of movement on the physical and mental development of children is evident. Latest research has studied physical exercises to find out which have the most significant and allround effect on the development of the individual. The researchers found that activities contributing to inurement and endurance have the greatest effect on the development of the individual. In children of pre-school age such exercises include running alternated with walking, jumps, breath gymnastics and throwing. The length of running increases with the child's age. Experience gained in the GDR and in the Estonian SSR show that seven year olds can run one to two kilometres within one training session - the distance is divided into several stretches. Skiing, swimming and in older children skating all have similar favourable effect.

284. ZMANOVSKIY, Yu.:Vospityvajem detej zdorovymi. (We rear healthy children. Part 3.)
Doshkoľnoye vospitaniye, 1988, no. 4, pp. 65-71

Riding a bicykle, at first a tricycle, strengthens the muscles of the arms and legs, develops strength, endurance and deftness. Also suitable are games. Rhythmic gymnastics, aerobics are described as dance gymnastics which have two goals: a beautiful figure and good health. Both may be achieved with good organization.

285. ZMANOVSKIY, Yu.: Vospityvajem detej zdorovymi. (We rear healthy children. Part 4.)
Doshkolnoye vospitanyie, 1988, no. 6, pp. 78-88

A detailed description is presented of the tradition of inurement and its physiological foundations. The first degree of inurement in infants is to clothe the child in appropriately light clothes to prevent overheating. Walking barefoot is emphasised as there are more heat receptors on the soles than in other parts of the body. It is recommended that the contrasting temperature of the air be used for air baths, children should sleep outdoors, they should use their stay outdoors for intensive movement. During sun baths and sunbathing attention should be paid to the danger of overheating and to periods of increased activity of ultraviolet radiation. Water is very important for inurement. Children should be swathed and bathed in cold water, other procedures are contrast foot baths, contrast showers, in the summer bathing outdoors. It is also effective to link daily exercises with inurement procedures.

286. ZMANOVSKIY, Yu.:Vospityvajem detej zdorovymi. (We rear healthy children. Part 5 - Conclusion.)
Doshkoĺnoye vospitaniye, 1988, pp. 96-100

Substantial changes take place in the child´s physical and mental development around the age of sic. At this age higher level deliberate behaviour is required of the child, its play reaches maximum development while conditions are created for the child´s transition to the main subsequent activity, i.e., learning. From the physiologfcal point of view the transition to the deliberate regulation of the child´s behaviour is accompanied by states of tension, stress. Rapid introduction of school methods in six year olds has unfavourable effect on their health. This was found in the first grades of schools in different parts of the USSR. The child´s mental functions are not only transformed in the last period of pre-school age but undergo stormy development At this age conditions are created for the development of logical thinking. Overwork and excessive stress should be avoided in the organization of the educational work of six year olds. Conditions should be established resembling those in nursery school;

this mainly concerns the pattern of daily activities, including rest and sleep, outings and outdoor games and play; breaks between the individual occupations are filled with movement activity. A methodology for teaching six-year olds in preparatory classes using various play activities should be developed.

see also entries nos 30, 73, 86, 147, 156, 223, 294, 295

7.4 Movement education and foundations of sports activities

287. DVOŘÁKOVÁ, H. - FISCHEROVÁ, D. - KUBÍČKOVÁ, D. - ŠTUDENTOVÁ, M.: Skladba pro rodiče a předškolní děti. (Composition for parents and pre-school children.)
Základní a rekreační tělesná výchova, 33, 1988, no. 9, pp. 9-10
23 figs.

Preparatory training for the performance of parents with pre-school children at the Czechoslovak Spartakiade 1990

288. GNIEWKOWSKI, W.: Gimnastyka rytmiczna A. i M. Kniessów - nie znana w naszym kraju metoda twórcza WF. (Rhythmic gymnastics by A. and M. Kness - creative PT method unknown in this country.)
Wychowanie w przedszkolu, 41, 1988, no. 1, pp. 16-28
7 photos, 18 figs. 5 refs.

The method is based on the principles of dance gymnastics and is characterized by continuous change of movement with emphasis on rhythm and music. The aesthetic component is very important consisting in original dress and apparatus.

289. HAUCH, R.: Fitness-Center Spielplatz. (Fitness Centre Playground.)
Spielen und lernen, 1988, no. 7, pp. 14-15
3 photos

The author points to the fact that the child´s stay in the children´s playground insofar as the child is accompanied by his parents and is involved in traditional activities such as playing on the sandheap or bathing is not well spent for health development. A number of recommendations are made for joint physical activities involving parents and their children. The positive physiological effects of such activities are pointed out.

290. KRÁL, J.: Cvičíme s dětmi od dvou do pěti let.
(We exercise with children from the age of two to five.)
Rodina a škola, 35, 1988, no. 8, p. 5

The young child wants to play and will therefore gladly engage in physical exercise. If we offer him amusing play we shall easily orient his movement to meet our goals. The author deals with the prevention of basic movement disorders which later occur in children of school age. He presents his readers with a number of concrete exercises which help to strengthen movement coordination, good physical condition and enhance future sports activities to prevent the gymnasium from becoming a place of ridicule and suffering.

291. KRÁL, J.: Pro kluky a holčičky od dvou do pěti let. Cvičíme s dětmi. (For little boys and girls from the age of two to five. We exercise with children.)
Rodina a škola, 35, 1988, no. 7, p. 6.

The child´s need for movement is singularly high between the age of 2 and 5. This activity should be regulated. PT in the nursery school is certainly not sufficient and parents should purposefully develop their child´s movement. It is unnecessary to explain to the knowledgeable parent why this is so, the problem is how. The author presents a number of recommendations for games and play in water and pre-swimming training.

292. LAPŠANSKÁ, D.: Vychovávajme k zdatnosti a odvahe. (We educate for fitness and courage.)
Predškolská výchova, 42, 1987/1988, no. 8, pp. 18-19

An excerpt from an educational reading in which the author summed up her experience with the implementation of paramilitary education in seven nursery schools. Children can be encouraged and stimulated into great activity observing the pedagogical principles of adequacy, availability and illustrativeness and suitable motivation. Good organization and the use of play elements arouses interest and joy in the children. Elements of paramilitary education permeate all occupations, they are best applied in PE, especially during outdoor activities.

293. LESKOVA, G. - NOTKINA, N.: Sodershaniye osnovnoy chasti fizkuĺturnykh zanyatiy. (Content of the main parts of physical education.)
Doshoĺnoye vospitaniye, 1988, no. 4, pp. 53-59

It is now evident that the functional possibilities of the child's organism are higher than had been assumed. The main content of physical education has therefore changed. The number of developing exercises has increased, included are elements of gymnastics and choreography, exercises in pairs and in small groups, apparatur is being used, game elements are introduced. The following physiological principles must be observed: physical load should be dynamic, should concern most muscle groups, muscle load should be evenly distributed and various starting positions should be used. The volume of new material should not exceed 30%. Examples are presented of various exercises, movement play, PE exercises are described.

294. MIKHAILOVA, S. - SPASOVA, N.: Stimulirane na dvigatelnata aktivnost chrez elementi na aerobna gimnastika. (Stimulating movement activity through elements of aerobics.)
Preduchilishtno văzpitanie, 36, 1988, no. 5, pp. 31-33
1 tab., 1 ref.

Model morning warming up exercises are presented using elements of aerobics observing the age, mental and physical specificities of 5 - 6 year olds, as well as the pedagogical and health requirements of this age group. Examples of the exercises are given.

295. NESTEROVA, Z.: Obucheniye metaniyu vdal. (Learning distance throwing.)
Doshkolnoye vospitaniye, 1988, no. 5, pp. 25-30.

In their games and play children often use throwing. Every type of throwing has three phases: preparatory - arm swing - the main stage, ie.e, thrust - the final state - balance. The method is described of distance throwing as developed and tested by personnel of the Shadrin pedagogical college and the respective nursery schools. It begins at the age of two.

296. OBEŠLOVÁ, H. - BODZANOVÁ, Š.: Predplavecká príprava. (Pre-swimming training.)
Predškolská výchova, 42, 1987/1988, no. 8, pp. 24-25
1 photo

Experience is presented gained in Povážská Bystrice where during the school year children from all nursery schools in the town and its environs attend swimming lessons in the indoor swimming pool. Pre-swimming training of each group takes five days and is always attended by ten children with two teachers and a trainer. In primary school these children will attend advanced swimming lessons which are organized in co-operation with the parents.

297. PANAYOTOVA, Ja. DRAGOEVA, M.: Sportno-podgotvitelni uprazhneniya i igri s velosiped. (Sports training - exercises and games with the bicycle.)
Preduchilishtno văzpitanie, 36, 1988, no. 3, pp.41-44

Cycling has been introduced in nursery school PT. The authors describe how the children gradually learn to cycle and later play games by which they improve their cycling skills. The physical condition of the children has improved.

298. TRUNEČKOVÁ, E.: Hudba ako motivačný prostriedok pohybovej aktivity. (Music as the motivation means of movement activity.
Predškolská výchova, 42, 1987/1988, no. 5, pp. 10-13
1 photo

Movement activities accompanied by music were experimentally introduced within a sector research project run by the Ministry of Education of the Czech Socialist Republic. The results showed that music effectively influenced the movement activity of children. Positive emotions which develop in the children during such activities have favourable impact on their mental development.

see also entries nos 67, 199, 223, 257, 275, 276, 283, 284

7.5 Safety education, road safety education

299. BUCHUKOVA, V.: Decata i bezopasno dvizhenie. (Children and road safety.)
Preduchilishtno văzpitanie, 36, 1988, no. 5, pp. 33-35

The question of acquiring habits important for road safety is of concern to the entire society and cannot be resolved within the family or nursery school. The entire public must become involved in the matter.

300. **FUHRMANN**, P.: Verkehrserziehung in der ganztägigen Bildung und Erziehung. (Road safety education in the system of day education.)
Berlin, Volk und Wissen Volkseigener Verlag 1988
Review: Neue Erziehung im Kindergarten, 41, 1988, no. 11, pp. 237-238

The book contains a description of the aims, tasks and methods of road safety education in the system of day care of children. Themes are recommended for the development of aids for road safety education and examples are given of cooperation with the family in this area. Road safety education is approached comprehensively from nursery school through to schools of the second level.

301. **HESS**, M.: Sicherheit auf dem Schulweg. (Safety on the way to school.)
Spielen und lernen, 1988, no. 8, pp. 28-29
1 photo, 3 figs.

The author points to the importance of safety on children's way to school and explains to parents how to teach children to reach school school safely, giving the "golden rules". He also points out that the presence of children in the street is a societal problem and that the entire society should be involved in providing the road safety of children. He stresses that the parents themselves should move safely and should always and consistently observe the highway code.

302. KOHLER, J. - JACKSON, H.: Traffic and Children´s health. Stockholm, The Nordic School of Public Health 1986.235 pp. Rev.: Československá pediatrie, 43, 1988, no. 9, pp. 574-575.

The first part of this book which has been compiled by a group of authors discusses the psychological and sensory characteristics of children which make them helpless visàvis the danger of present day traffic: their impulsiveness, the need for movement, the inclunation to panic, the child´s imperfect processing of visual and auditory percepts, small physical height which makes overview difficult, inability to understand all traffic signs,etc. In part two the authors deal with traffic accidents involving children and adolescets,they state that the number of children involved in such accidents is rising and ask that road safety regulations should be issued to protect schildren. Part three of the book discusses the health hazard of exhaust gas for children. Of existing preventive measures keeping greater distance between cars on they road. In the last part of the book the authors state that planning motorways outside of housing developments is very important for protecting children from road accidents and from exhaus gases.

303. MARTEN, J.: K úrazovosti některých druhů sportovní činnosti dětí a mládeže. (Accident rate of children and adolescents in certain types of sports activities.) Československá pediatrie, 43, 1988, no. 9, pp. 548-549

The article points to the necessity of preventing accidents occurring in sports activities and emphasises that the number of such accidents is on the increase, in unorganized games and sports rather than in sports activities controlled by adults. In playgrounds there is the potential danger of children getting hurt in various mazes, tobogganing and sliding down slopes between trees or around roads. Apparatus which is widely used includes trampolines and minitrampolines which should be considered dangerous and should not be used in recreational, shool and competitive gymnastics.

304. SHCHAVELEV, A.: Ulitsa polna neozhidennostey. (A street full of unexpected events.)
Semya i shkola, 1988, no. 6, p. 57
1 photo, 1 fig.

As compared with 1986 in 1986 the number of children killed in traffic accidents in the USSR increased by 21.2% the number of children injured in road accidents increased by 9.1%. In many schools units of young traffic inspectors have been set up which operate before and after lessons. Members of these units visit nursery schools, play traffic games with the children, discuss highway regulations. Parents play an irreplaceable role in road safety education because they can teach the children to use the highway code in practice.

305. TAUSCHER, W.: Generalprobe für den gefahrlosen Schulweg. (Dress rehearsal for a safe trip to school.)
Neue Erziehung im Kindergarten, 41, 1988, nos 2/3, pp. 47-49
6 figs.

Guidelines are presented on how to teach nursery school children to reach school safely. The author presents the six fundamental traffic signs which the children should know to be able to move safely in road traffic.

The number of traffic accidents involving children increases sharply at the beginning of each school year and therefore it is very important to start preparing children for this load in nursery school.

306. TAUSCHER, W.: Reisen ohne Risiko. (Travelling without risk.)
Neue Erziehung im Kindergarten, 41, 1988, no. 6, pp. 130-131
1 photo

The author points to the main violations of safety and mental hygiene during family holiday trips. He recalls the principles which should be observed already during preparations for the family holiday, namely packing and placing trunks and suitcases in the car. He emphasises the necessity of rest during a long trip, active exercises on lay-byes and recommends suitable refreshment. He warns against haste and laxity both ot which may have disastrous effects.

307. TAUSCHER, W.: Sicher im Strassenverkehr. (Safely in road traffic.)
Neue Erziehung im Kindergarten, 41, 1988, no. 19, pp. 222-223

The author recalls the tragic record of traffic accidents involving pre-school children (in 1987 38 young children were killed in road accidents in the GDR and more than 1000 received heavy injuries). He points out that the accident rate rises in the autumn and therefore increased attention should be devoted to the problem during autumn outings with children. He also recalls worsened road conditions in autumn weather and calls on drivers to pay increased attention and care.

308. WINKLER, G.: Erziehung zu verkehrsgerechtem Verhalten in ländlichen Gebieten. (Educating responsible behaviour in traffic situations in rural areas.)
Neue Erziehung im Kindergarten, 41, 1988, no. 6, pp. 129-130
1 ref.

The author describes her own experience with road safety education in a village nursery school and points out that even in the village traffic education is very important. Children will come to the village nursery school unaccompanied, often move without supervision in an environment which is seemingly safe and well known. From early village childhood children cycle and become involved in road traffic where the highway code has lax neighbourly regulations.

7.6 Sex education

309. ASZYK, R.: Porno-shop w moim domu? (A porno-shop in my house?)
Przyjatel dziecka, 1988, no. 3, pp. 12-13 - Part 1

Man is a sexual being and this fact should be borne in mind in rearing of children, especially today when life has a much quicker tempo than in the old days when rigid laws were observed by one and all. Today's view of sex and contraception is totally different and sex education must therefore not be left to coincidence. It must proceed continuously, should be considerate and sensitive, adequate and appropriate, children should not be provided with information which is inadequate to their age, and is unnecessary and which may shock them.

310. ASZYK, R.: *Porno-shop w moim domu?* (A porno-shop in my house?)
Przyjatel dziecka, 1988, no. 4, pp. 10-11 - Part 2

Part two of the above article on the sex education of children. Guidelines are provided for parents showing them how to answer inquisitive questions put by their children. Examples are given.

311. ASZYK, R.: *Porno-shop w moim domu?* (A porno-shop in my house?)
Przyjatel Dziecka, 1988, no. 5, pp. 12-13 - Part 3.

Part three contains recommended books on sex education which will help parents answer their children's questions.

312. BANNWART, F. *"Du bisch plötzlich so dick!" Lebensnahe Aufklärung durch die Schwangerschaft der Kindergärtnerin.* ("You have out on weight all of a sudden!" - Natural explanation through the pregnancy of a nursery school teacher.)
Der Schweizerische Kindergarten, 78, 1988, no. 9, pp.10-11
1 fig.

The experience of a teacher who in a moment of confidential talk told the children she was expecting a baby. By doing this she singularly enriched life in the nursery school and contributed to the emotional education of the children.

313. BARTH, M.: Körperspass und Schmusespiele Erziehung zur Zärtlichkeit - durch Zärtlichsein. (Body play with cuddling, educating tenderness through tenderness.)
Der Schweizerische Kindergarten, 78, 1988, no. 9, pp. 12-22
20 photos, 6 refs.

Children need tenderness and cuddling. Therefore simple body play with mutual touching is important for children to learn sensitiveness and perceptiveness in their relations with their peers and with adults. Simple body play and play with the fingers is described, e.g., playing the weather when children sitting in a row behind one another imitate rain, storm (tapping each others backs). In the summer this will be play with water when the children learn the difference between the body of a girl and a boy, they can apply sun cream on each others bodies. Playing the gardener is based on different methods of back massage. Children need close contact, sometimes it is best to take them into one´s arms to sooth their pain and sorrow. Children also need to measure their strength and have moments of conquest when they like to have a tug-of-war or simply to push one another.

314. ESCHENHOFF, D.: Annas Ankunft. (The arrival of Little Ann.)
Spielen und lernen, 1988, no. 11, pp. 19-20
1 photo

The author describes how she prepared her two year old daughter for the arrival of the second child in the family, how together they experienced her pregnancy. The question remained to what extent the child should attend the final stage, i.e., the delivery which took place at home. The mother arrived at the conclusion that the delivery, painful as it is would be a demanding psychological load for the sensitive child and tried to send the child away. The child refused to go away with her grandmother and waited for her sibling full of expectations. She was allowed to see her little sister immediately after birth, to inspect her and even carress her. The relationship between the siblings then developed very well.

315. ISAJEV, D.N. - KAGAN, V.E.: Psikhogigiyena pola u detey.
(Sex psychohygiene in children.)
Moscow, Meditsina, 1986, 335 pp.
Rev.: Repková, K.
Psychológia a patopsychológia dieťaťa, 23, 1988,
no. pp. 113-114

The authors have divided the problems of the psychosexual development of the child into four parts. Part 1 entitled General laws of psychosexual development address psychosexual differenciation. Part two analyses the biological and psychological laws of psychosocial development and sexual behaviour of children of pre-school and school age. Part three deals with the clinical and therapeutical aspects of psychosexual development and the past part discusses the medical and pedagogical aspects. The authors specify the aims, content, organization and methodology of sex education observing the specificities of the age of the children. In conclusion they characterize the formative and corrective effort of the family and society oriented to educating youth for family life.

316. KURZ, J.: Geheimhaltung oder Offenheit? Aufklärungsbücher heute - eine Auswahl. (Concealing or openness? Selection of contemporary instructive books.)
Der Schweizerische Kindergarten, 78, 1988, no. 9, pp.22-24
3 fots.

The publication may be used for the sex education of children. It is divided into two groups: 1. Books which do not mentor but impact on the emotions. They introduce into everyday life and describe understanding and tenderness in the family. 2. Instructive books which acquaint children with the differences between the man and the woman and where texts are accompanied by sober drawings. They include the following publications: Nöstlinger, Ch. - Janosch: Einer (Belzt Verlag 1984). Mebs, G.: Sonntagsking. (Sauerlander Verlag 1985. Mebs, G.: Mariemoritz (Nagel Kimsche Verlag 1988). Knudsen, P.H.: Wie Vater und Mutter ein Kind bekommen (Quelle und Meyer Verlag 1985). Troll, T.: Wo komm ich eigentlich her?. McBride, W. - Fleischhauer-Hardt, H.: Zeig Mal! (P. Hammer Verlag 1986). Borer-Pfaendler - Vontobel: Mit den Eltern zusammen (Lehrmittelverlag des Kt! Zürich 1987).

317. LORETAN-BAUMELLER, B.: Aufklärung und Schmusespiele: Sexualerziehung (II) als ganzheitliches Lernen.
(Elucidation and cuddling: sex education (II) as compact learning.)
Der Schweizerische Kindergarten, 78, 1988, no. 9, pp.4-10
2 photos, 5 refs.

Sex education is more than elucidation but is impossible without instruction. Children gain their ideas about adult sexuality in everyday life. This knowledge is fragmentary, one-sided, contradictory. However, facts and explanation in themselves do not suffice for sexual education at any age level, i.e., not even in the nursery school. Sexual elucidation is not a one-off act but a long-term process. One has to constantly verify what the child already knows and what he should still be told. An excerpt is presented from the publication "Parents learn sex education" by H. Kentler which specifies three main areas of knowledge which should be transmitted to the child: 1. sex characteristics and sex development, 2. sexuality and its functions (pleasant feelings, procreation), 3. procreation, pregnancy, childbirth. The children select from the amount of information they receive. They then process this information in their games and thereby become aware from the very beginning that their own sexuality and that of adults is a natural and positive part of life. It grows from close emotional relations between the child and the parents. Therefore a substantial part of sex education takes place in the family and cooperation with parents is necessary.

318. *Sexualerziehung: Aufbau einer natürlichen Einstellung zur Geschlechtlichkeit.* (Sex education: creating a natural relation to sex.)
Der Schweizerische Kindergarten, *78*, 1988, no. 1, pp. 14-15

An excerpt is presented from the Austrian general plan of sex education. The plan contains educational goals, methodological guidelines and explanations and practical examples. The aims are as follows: to inculcate a natural approach to sex, to acquaint children with the generally used terms in sex, to teach them to use these terms, to teach children to respect intimacy, to instruct them on the dangers of sex abuse. The chapter "To acquaint children with the equal role of the sexes" is similarly divided. The goals are stated as follows: to inculcate a correct attitude to the equality of the sexes, to know the sex characteristics of both sexes.

319. Tabu oder Natur? Zur Sexualität des Kindes. (Tabu or natural? On the child's sexuality.)
Der Schweizerische Kindergarten, 78, 1988, no. 1, pp. 4-14
6 photos, 2 figs., 5 refs.

Human sexuality is manifested by different experiences and manifestations at every stage of man's development. Man experiences sexuality as his basic force, one which co-creates life's rhythm and affects life itself.
The child instinctively feels the importance of sexuality. He experiences his own sex and that of others as a fact unrelated to any moral thinking, or feeling of guilt, Sexual development takes place roughly in two stages. The first from birth to the age of six and the second from the age of 10/12 to puberty and sexual maturity. The initial stage begins at the age of three. The earliest feelings of satisfaction are aroused in the child by sucking and touching, i.e., by satisfying vitally important needs such as food and daily care. The feelings of satisfaction are not only in the area of the mouth (sucking) but also by movements of the arms and hands (grasping). The main factor at this psychosexual stage is the need to seize something (mother's milk, food, toys). Later, excretion and the organs of excretion become the most important. The child feels that this function is related to the mother - it either pleases or alarms her. It is important that at this stage the child should realize that

something flows out of his body, he learns to discern the external and internal world. This period is described as the period of the first defiance, the child realizes his ego and demonstrates his independence and will. The next stage is characterized by sexual inquisitiveness, the child's sexual explotation. The child's inquisitiveness is not restricted to external characteristics but he is interested in the process of birth. Around their fourth year children usually recognize the difference between the sexes and try to assert their own social identity. Role playing is characteristic of this period when the children practice different sexual attitudes. In Switzerland sex education is obligatory neither in nursery school nor in school. It is totally left to the family. The child must, however, cope with his sex development and the nursery school teacher cannot stand idly by. The following approaches are recommended: sexuality is part of man's development and is related to the overall development of the individual. The child's interest in his body and physical processes is natural and the child should therefore be provided with adequate information. Nursery school teachers and parents should have unified approach to sex education.

8 SOCIAL AND EMOTIONAL DEVELOPMENT, MORAL EDUCATION

320. BALLEYGUIER, G.: Les jeunes enfants et le consolateur: étude différentielle. (Small children and the pacifier: differential study.)
Enfance, 40, 1987, no. 4, pp. 387-397
2 graphs, 13 refs.
In France children are given pacifiers. The effects of the pacifier mainly given to children between the ages

of 6 - 24 months were studied within a longitudinal research project which monitored children from birth to the age of two. The analysis of the study which identified 19 variables showed that children who went to sleep with a pacifier are more balanced vis-à-vis their social environment, are able to better adapt to their environment and show better psychomotor development.

321. BORISOVA, N.: O nravstvennom vospitanii doshkoĺnikov. (Moral education of pre-school children.)
Doshkoĺnoye vospitaniye, 1988, no. 5, pp. 9-12

The experience is presented of a nursery school teacher. A seminar was held to elucidate the tasks of moral education related to the theme: The role of adults in inculcating correct behaviour in children. The seminar showed how teachers master the given theme, how they are capable of assessing their experience and what forms of work they use. The following materials were collected for the methodological department: prospective plans for each age group, specialist literature and fiction, slide films, conspectuses of occupations. During their visits of the individual nursery school departments the principal and the methodologist made records of the work of the teacher and the children and focused on the teacher--child relationships. The said records helped to reveal shortcomings, namely as concerns the contradiction between the children's knowledge and the practical use of this knowledge in everyday life. The analysis of the records helped the teachers to assess their own work and to realize how to proceed. The parents of children attending all departments were acquainted with moral education. The conspectus is presented of the occupation "Discussion about Moscow" with a group of older children in the nursery school.

322. CESSION, A. - KILEN, A. - DENHIERE, G. - BONDAL, J.A.: *Maman ... Une histoire!* ("Mummy ... tell me a story...")
Enfance, 40, 1987, no. 4, pp. 335-352
4 tabs., 28 refs.

The article has the subtitle "Study of the impact of the social environment and the effect of the child´s age on memorizing standard narration and mother´s narration. The study concerned 64 children in the age of 5 - 7 years from working class and middle bourgeois families was carried out in their homes. In the first stage the mothers narrated the story: 1. in their own words, 2. with the help of illustrations, and 3. using the given text. In the second stage the story was narrated by the researcher with the mother´s participation, this only 1. verbally and 2. with the use of pictures. The results showed that the child´s response was influenced by three factors: the social environment, age, and the story. The research showed that differences between the children were greater when the story was narrated verbally with illustrations that when the story was only presented verbally. The age factor took no share of the differences in the response of children from different social environment.

323. DAMBORSKÁ, M.: *Děti s láskou a bez lásky.* (Children with love and without love.)
Děti a my, 18, 1988, no. 1, pp. 3-6
4 photos

The author, may years staff worker at the infants´ home in Luhačovice deals with the problem of the emotional deprivation of children, this not only in infant´ homes where the situation is the gravest and most striking. Today we know that for healthy development man needs love, the feeling of security. Under normal conditions love and security are provided by the parents, especially by the mother. Science arrived at this seemingly obvious conclusion via many failures and tragic errors e.g. children born in Germany during the second world war from the "experimental breeding of race",

324. ENEVA, G.: *Za formiraneto na detskata lichnost.*
(Forming the child's personality.)
Preduchilishtno văzpitanie, 36, 1988, no. 6, pp. 6-11
9 refs.

The educational process should periodically be upgraded because its aim is to impact on children not only for the present but also to prepare them for the future. The development of the personality should orient the personality to reality, determine the possibilities (abilities) of the personality and its behaviour in the social environment.

325. ENGELBRECHT, G. - MOYER, J.: *Cultura, Identidad y Aprendikaje en la Edad Pre-escolar.* (Culture, identity, learning in pre-school age.)
International Journal of Early Childhood, 19, 1987, no. 2, pp. 25-32
12 refs.

The article is a study of inter-cultural understanding. Examples are presented which can inspire teachers of pre-school children to stimulate children's skills to help them adapt to a culturally heterogeneous environment. The authors' theoretical concept is expressed in five postulates: education is not about the amount and variety of information on individual cultural groups but about forming the child´s ability to respect the differences between them and to be able to use this skill positively.

326. FELDMANN-BANGE, G. - KRÜGER, K.-J.: Gewalt und Erziehung.
(Violence and education.)
Bonn, Psychiatrie-Verlag 1986.
Rev.: Der Schweizerische Kindergarten, 78, 1988, nos 7/8, p. 41

The proceedings of the 20th scientific federal conference for education. It discusses violence in education, its manifestations, effects and impact on the mental development of the child. The significance of the family and the parents´ attitudes to the child are emphasised. The disastrous influence of brutal videofilms is underpinned.

327. YELAGINA, M.: Roĺ otsenki vzroslogo v razvitii detey.
(The role of the adult´s assessment in the child´s development.)
Doshkolnoye vospitaniye, 1988, no. 9,pp. 71-76

The effect of positive and negative assessment is not determined by its form and content but by the system of education into which the assessment is incorporated. Some educators and parents approach the child strictly, others patiently and others still leniently. When the adult only points to the child´s shortcomings and considers his positive characteristics and behaviour as being a matter of course the child will lose faith in his own abilities, he will become anxious, will underestimate himself and his natural inquisitiveness will be dampened. In such conditions the child will at first be an achiever but a break will soon some because negative assessment will dampen his interest in activity. On the other hand constant positive assessment of child no matter what will make the child uncritical and conceinted. He will feel injustice was being done to him wherever he is criticized. Children should be justly assessed. Positive assessment strengthens correct behaviour, increases initiative, negative assessment orients the child towards attaining the required goal. Assessment should be systematic and should be explained. It should be oriented to the child´s abilities, should compare past and present achievement, emphasise progress, link achievements with the child´s effort, develop his potential abilities.

328. KOCHUBEY, B. - NOVIKOVA, Ye.: *Snimayem masku s trevogi.*
(We shall unmask anxiety.)
Semya i shkola, 1988, no. 11, pp. 34-36

The anxious child may at first sight appear to be normal and one should therefore learn to discern anxiety "under the mask". The child struggles with anxiety, he develops ritual, magic behaviour which is to protect him from possible danger or escapes into the world of phantasy. However, for this child every reality remains a matter of concern and anxiety, whatever is beyond the vorders of his fantasy will be perceived as a nightmare. This is also true of one-sided preoccupation, e.g., the collector´s passion, when the child has absolutely no other interest. Pre-occupation bred by anxiety will create a closed world for the child. These side manifestations of anxiety, rituals, fantasies, preoccupations may be oriented so as to help the child to cope with his problems. Another approach of such children is based on the conclusion "in order for me not to be afraid they must be afraid of me". This then is the source of aggressiveness. Apathy, depressiveness are the frequent consequences of anxiety and experiences causing anxiety. These states may be cause by the high demands placed on the child by adults. Anxiety often leads to physical disorders, such as temperature and palpitation. Such disorders may become the permanent symptoms of anxiety.

329. OSTROVSKAYA, L.: Rukovodiť nravstvennym vospitaniyem doshkolnika. (To control the moral education of the pre-school child.)
Doshkoĺnoye vospitanie, 1988, no. 4, pp. 10-18
Moral education in pre-school age is provided by purposeful pedagogical impact. This will include the education of standards of behaviour in different activities, such as games, occupations, work. The child will thereby gain experience and acquire the basic rules of behaviour which is important for school. In children this will form their emotional and moral attitude to the surrounding world. A detailed description is presented of demands placed on children in the individual stages of their development, and suitable attitudes of the educator. Discussion, planned and incidental are suitable for forming ethical feelings in older children. Examples are given of such discussions. The teacher will present a short story and the children are guided by questions to express their attitudes to the event and to assess the behaviour of the acting persons.

330. PENFOLD, K. - BACHARACH, V.R.: Reading to Very Young Children: The Impact of Illustrations in Children´s Books.
International Journal of Early Childhood, 20, 1988, no. 1, pp. 35-44
18 refs.

A research study report contains the description and results of a study of the mothers´ verbal narration of children´s books to children in the pre-speech stage of development (10-14 months). The nature and length of the mother´s commentary was studies on non-illustrated and illustrated stories. The study showed that the quantity of illustrations affected the mother´s commentady: lavishly illustrated books enriched the inter-personal relations between the mother and the child. This shows that books for young children should have many illustrations.

331. SMIRNOVA, Ye.: "Eta protivnaya Marinka". (This spiteful Marinka.)
Semya i shkola, 1988, no. 5, pp. 21-23
1 photo

The young child needs a peer to be able to compare with someone and to show off. The actual peers, their behaviour and characteristics are only a matter of interest when they do not behave according to one´s own ideas. The child will then respond very strictly. The child requires his peer to appreciate him, to respect and recognize him but he will not understand that the other child also has his desires and interests. Around the age of five children will begin to understand that they need one another. In order to make games more interesting they will agree and conflicts will be less frequent. In their relations and behaviour children will pass from "I" to the unifying "We". At around the age of six or seven the child will begin to show interest in the peer himself. In order for the child to understand himself, his mood, desires and initiatives he needs contact with an adult who will discuss with him his behaviour and intentions. Only when child is able to realize his attitudes will he find that the other child also has his desires and needs This ability to understand the other is a something that should be developed from early childhood.

332. SPIŠIAKOVÁ, J.: Aktuálne úkoly mravnej výchovy.
(Current tasks of moral education.)
Predškolská výchova, 42, 1987/1988, no. 9, pp. 7-9
2 refs.

The determination of adequate goals, concrete adequate content and tasks, respecting the age and individual specificities of pre-school children are the most important tasks of the moral education of pre-school children. Moral education is different in pre-school institutions where it takes the form of a rationally justified system and in the family where it is affected by the emotional atmosphere of the family by the education, world opinion maturity of the parents and their value orientation. The development of ethical ideas and moral habits should be linked with the ethically valuable activity of the child. Imitation is an important form of social learning in pre-school age. It is therefore important that the family and the nursery school should provide the children with models worthy of imitation. In the nursery an atmosphere should be created full of cognition stimulating objects, happy and pleasant, providing the child with a suitable emotional background.

333. TOLZIN, Ch.: Wie wirksam vollzieht sich der Prozess der moralisch-sittlichen Erziehung? (How effective is the process of moral and emotional education.)
Neue Erziehung im Kindergarten, 41, 1988, no. 1, pp.4-7
4 photos, 2 refs.

An analysis is presented of the specific conditions of educational, moral and emotional impact of children created within the new programme of educational work in the nursery school by nursery school teachers in Rostock. Examples are given of the use of local conditions for inculcating in the children a love of nature, the homeland, the working people and the whole socialist society.

see also entries nos 59, 78, 102, 105, 198, 226, 269,
353, 419, 523, 536

8.1 Socialization

334. BOYKO, V.: Stress in Early Childhood.
Early Childhoos Education, 21, 1988, no. 2, pp. 31-36
13 refs.

A popular scientific article acquaints the reader with the notion of stress comprising the positive effect of stress for stimulating development and its negative effect to which the child has become increasingly exposed. The author then goes on to discuss factors responsible for stress situations in the family and in the school. A bibliography is included of books for pre-school children addressing the problems of adoption, death, divorce, separation from the family, mothers working away from home, lone mothers and transition to school.

335. GALIGUZOVA, L.: Kak pomoch rebenku bystreye adaptirovaťsya v detskom sadu. (How to help the child to adapt more quickly to the nursery school.)
Doshkoĺnoye vospitaniye, 1988, no. 6, pp. 45-51

Educators and parents should not only see to the physical development of the child but should also impact on their mental state, with the aim of preparing the child for contact with adults and children. In the first six months of his life the child requires an emotinnal relationship which belongs to him alone, kind and emotionally tender behaviour from the part of the adult. This will establish the first emotional relationship with the adult which also established the basis for the child's recognition of the surrounding world. In the second six months of the child's life the child's active cooperation with the adult is developed and is connected with the early beginnings of concrete object related activity. The adult is not only the source of warmth and love but becomes the partner for handling concrete objects. A new element - the object - appears in the child's contact with adults which diverts his attention from the adult. At this stage the child will still give priority to play with a known person but as soon as he becomes accustomed to active contacts he will find it easier to become used to a stranger, he will begin to establish contact with this stranger and this repationship will no longer require any special emotional dependence. This transition to a new form of contacts prepares the child for entry into a new environment, for establishing contact with new hitherto unknown people in the nursery school.

336. GRAF, V.: Rituale im Kindergarten. (Rituals in the nursery school.)
Der Schweizerische Kindergarten, 78, 1988, no. 12, pp. 6-8

In the nursery school rituals are used consciously or unconsciously. They help organize the day, give the day a certain content and help children orientate themselves. The author describes various types of rituals as they developed in her nursery school: the way from home to nursery school, the opening of the school year, the farewell ceremony at the end of each day before the children leave school for home.

337. HAUCH, R.: Wer nicht weinen will, muss lachen ....
(Who does not want to cry must laugh.)
Spielen und lernen, 1988, no. 2, pp. 20-22
7 photos

The author states that laughter which develops from an unconditioned reflex gradually becomes an expression of life's joy and happiness and finally a socially conditioned response expressing joy over the child's contact with the surrounding world. It develops as a conscious response roughly in the sixth week of the child's life. However, the child needs to be motivated for this response by adults or by older children. The research showed that laughter generally contributes towards a good mood and to the social openness of the child.

338. YELAGINA, M. - GOSKOVA, T.: Pochemu rebenok stanovitsya nesgovorchivym a poroy i trudnym. (Why does a child become stubborn and in time even difficult.) Doshkoĺnoye vospitaniye, 1988, no. 7,pp. 39-46.

There are in the life of the child crisis periods, periods of defiance. In this period the child develops very quickly and defiance and naughtiness represent a restructuring of the personality and are in fact the manifestation of psychic instability. The child's stereotypes in his relationship to his environment change, he begins to newly understand reality and his place in this reality. And yet at this stage the child very often encounters a lack of understanding from the part of the adults and conflicts thereby ensue, the outcome being naughtiness and defiance. Under certain conditions, namely when the adults approach the child patiently and with understanding conflicts may be avoided or will quickly be resolved. For this the adults will have to have a knowledge of the child's development, will have to establish such contacts with the child which will preserve and multiply all useful characteristics awakening in the child's personality. The most frequent errors made by parents are lack of attention to the achievements and interests of their child, insistence on obedience,failure to realize what their child feels, suppression of his initiative. Excessive care is just as unsuitable as lack of interest.

339. KAKOL, M.: Z badań nad warunkami adaptacji dzieci trzyletnich do przedszkola. (Research of conditions for the adaptation of three year olds to nursery school.)
Wychowanie w przedszkolu, 41, 1988, no. 2, pp. 67-76
4 refs.

Problems of the adaptation of children to nursery school are related with new trends in education. The child should be drawn into the educational process and his individuality observed. Children do not want to be manipulated by adults.

340. KLIŚ, M.: Klimat emocjonalny rodziny a zachowanie społeczne dzieci. (Emotional relations in the family and the child's manners.)
Wychowanie w przedszkolu, 41, 1988, no. 5, pp. 266-275
8 refs.

The results are presented of a survey carried out in Krakow. The study group consisted of 336 children between the ages of 4.5 - 6 years. The children were asked to draw their family as animal figures. The drawings were sorted out and an individual discussion with the child followed.

341. LAEWEN, H.J.: Zwischen Sicherheit und Neugier. (Between certainty and inquisitiveness.)
Spielen und lernen, 1988, no. 3, pp. 22-25
5 photos

A report is presented on a study made by Berlin University dealing with the behaviour of the child in a situation when the child's need for the closeness of his mother comes into conflict with his interest in objects. The study was made using a videorecording in twenty minute sessions where the child's behaviour in relation to his mother, another person, in the absence of his mother and vis-àvis attractive play objects was monitore and recorded. The authors found that there were substantial individual differences between the studied children and also identified specific models of behaviour and social relationships. They demonstrate that conflicts which arise from the attempt to cognise objects in their environs and the necessity of detaching themselves from the safety of mother's arms are inevitable and necessary because they contribute to the development of the child's independence.

342. **MATĚJČEK**, Z.: Kdo jsem já? (Who am I?)
Rodina a škola, 35, 1988, no. 4, p. 5
1 photo

We tell the child who he is many times a day, this not only in words but by gestures and looks. We tell the child that we love him even when we are punishing him - and the child will know. To the age of three the child can develop a healthy concept of being a loved member of the family with certain rights and duties but also an unhealthy self-concept of a small conceited primadona or of the family's black sheep - someone who is a burden to the family. After the age of three another important factor contributes to the development of the child's self-concept, namely other children. Others will receive our child adequately to his behaviour in the company of others. All children are not equally equipped for integration in the children's collective, so that the "weaker" and less asserted should be helped to gain greater self-assurance and to establish better contact with others. The child's healthy self-concept is the basis of his application throughout life.

343. RUTHENBERG, G.: Trost aus der Spanschachtel.
(Consolation from the cardboard box.)
Spielen und lernen, 1988, no. 11, pp. 12-13
2 photos

The author describes how she managed to calm down her own children and then those whom she reared as a professional educator with a small cardboard box containing the figures of little men. The little box came from Guatemala and on its bottom there was an inscription reading that who has any worries should tell them to one of the little men and should then place the little man under his pillow over night. The little man will than consider the child's worries to allow him to sleep calmly. The author began to use this psychotherapeutical method and the child's faith that the figure of the little man would take over his worries and sorrow helped bring genuine appeasement.

344. RUZSKAYA, A.: Razvitiya obshcheniya rebenka so vzroslymi i s verstnikami. (Developing mutual relations between the child and his peers.)
Doshkoĺnoye vospitaniye, 1988, no. 2, pp. 44-49 - Part I

Contacts with adults determine the orientation and tempo of the child's development. The need to establish contact with adults develops in the child from his second month of life and is manifested as: 1. observation and interest in the other person, the effort to listen to his voice, 2. emotional response to the presence of the other person, manifestations of displeasure when that person departs, 3. the child's effort to draw attention to himself.

The child requires that the adult deal with him, the child is sensitive to the adult´s assessment of him and correspondingly changes his behaviour or activity. In every stage of childhood there exists an optimal form of the child´s contact with the adult, one, that corresponds to the specificities of this age and provides progress in his development.

345. RUZSKAJA, A.: Razvitije obščenija rebenka so vzrostlymi i sverstnikami. (Developing mutual relations between the child and his peers. - Part 2.)
Doshkoĺnoye vospitaniye, 1988, no. 3, pp. 37-45

During pre-school age four different forms of contact with adults develop successively: 1. the situation related personality of emotional form. These are the child´s first responses to the adult´s care, visibly manifestation by the child´s smile. 2. Situation related action form appears in the sixth month of life when the child handles objects and requires that the adult should take part in this activity. The child observes the adult and imitates him. 3. Cognitive extra-situational (from three to five), this is the stage of questions. The child begins to establish theoretical, rational contact with the adults. 4. Personality related extra-situational (from the age of five to seven). The child begins to understand the system of relations between people and shows interest in them (what is correct and why people act in a certain way). In such manner the child will acquire the standards of behaviour and communication preparing him for school. The gradual transition from one form to another is conditioned by the change in the communication needs of the child. The child´s interrelations with his peers start towards the end of his second year of age. Till then the child views his peers as an object. In the third year of age emotionally practical communication appears. This is manifested as participation in different activities. The situation related action form (age four to five) is linked with the change that takes place in the child's principal activity, with theme play. The child needs a partner for such play and a discussion takes place. The extra-situational form appears in six to seven year olds. Communication develops on the basis of joint play activity, with the prevalence of games with rules which help the child to acquire the ability to observe the rules and to fulfill his obligations.

346. SCHERF, D.: *Ach wie gut, dass niemand weiss ...* (Good, that noone knows.)
Spielen und lernen, 1988, no. 9, pp. 24-26
2 figs.

The author contemplated children's names. She states that a child's name is part of his personality, part of the identity of the individual. She informs of the results of a survey which showed that every third child was dissatisfied with his name. Older children suggested that they should be given the possibility of changing their name when they grew up according to their wish. Parents schould take into consideration that the child need not necessarily share their views but that he is to a certain extent affected by the name given to him. One possibility is to use a more familiar form of the name for contact with friends or to use a petname.

347. ZOPFI, Ch.: Brauchen wir noch Rituale? (Do we still need rituals?)
Der Schweizerische Kindergarten, 78, 1988, no. 12, pp.4-5

Children are extremely sensitive to the power of symbols. Rituals can help them overcome difficult situations and to adapt to society. The power of the ritual consists in that those involved will understand one another without needing many words. Examples are given of school rituals which are no great ceremony but contribute to the smooth course of the day, such as the morning salute, the roll call, etc.

see also entries nos 75, 357, 554

8.2 Emotions: reward and punishment

348. KLINDOVÁ, L.: Význam citov v spoločenskomorálnom rozvoji dieťaťa. (Importance of emotions in the socio-moral development of the child.)
Predškolská výchova, 42, 1987/1988, no. 12, pp. 9-13
14 refs.

Emotions are the determining power in the activity of a pre-school child. Emotional experience is the basic component of the child's moral development. Education in pre-school institutions should therefore create favourable conditions for the valuable development of emotions. A study of the social activity of children of pre-school age showed that the nursery school does not compare with the family in the desirable impact on the children's behaviour, namely on the children's positive relations to other people, their readiness to help others, friendliness, etc. The family has an irreplaceable place in the child's development which is determined by the high level of emotional stimulus, yet pre-school institutions will have pay greater attention to the development of emotional experience, emotional relations and attitudes of the children and in their daily contacts with the children to create a pleasant atmosphere and to remove fear and stress.

8.3 Development of character, moral judgement and characteristics.

349. **AVDEYEVA, N.:** Chto znayet o sobe doshkolnik. (What does the pre-school child know about himself?) Doshkoĺnoye vospitaniye, 1988, no. 12, pp. 42-47

The child's behaviour is to a considerable extent affected by his self-concept, his self-evaluation. The main source of self-concept is individual experience, practical activity and contact with adults and peers. In the first two years the child's self-concept is mainly affected by adults' assessments. Several experiments are described which were implemented to ascertain how the ability to evaluate one's own behaviour develops in children, e.g., in physical performance (long jump). M.R. Koshonová studied the said problem in four groups of children: 1. children from families with a single child who did not attend nursery school, 2. children from families with one child who attended nursery school, 3. children from families with several children who attended nursery school departments educating children of the same age, 4. children from families with more than one child who attended departments of nursery schools with children of mixed ages. The study showed that the development of the child's self-concept, and the development of the child's ability to a assess his own abilities is affected by own experience together with the evaluation which the child receives by adults and peers. The adults evaluation should be objective, the adult should assess the child's possibilities, praise his success and should never generalize failure. Contacts with children of different ages have favourable effect in this respect.

350. GASPAROVA, Ye.: Agressivniye deti. (Aggressive children.) Doshkoĺnoye vospitaniye, 1988, no. 8, pp. 99-104

Manifestations of aggressiveness do not appear in the first year of life. In the second year the child's activity will increase, as does his curiosity, his attempts to do his own thing. For this the child will use means available to him, namely screaming and crying. The emotional experience of children of this age are extremely intensive and at this age the child is not able to control himself. His interest at this age may be diverted elsewhere, and this should be done before he begins to push his demands more energetically. All his desires cannot be met and the possibility of conflict thereby arises. The child's aggressive manifestations are often but a response to the behaviour of the adult, mainly to the adult's attempt to restrict the child's independence, forceful feeding, authoritarian behaviour from the part of the adults. The child's aggressive behaviour at the age of 5 - 6 may be a response to the child's dissatisfaction with his position in the group or in the family. Aggressive behaviour thereby stems from a whole complex of emotional experience which is important for the child´s personality. Adults have to identity the causes of the child´s negative behaviour in the time to find suitable ways of eliminating them.

351. GUSKOVA, T.: Moshno-i vospitať rebenka samostoyateĺnym?
(Is it possible to rear an independent child?)
Doshkoĺnoye vospitaniye 1988, no. 8, pp. 65-69

Independence is an important personality characteristic which can only develop in parallel with the characteristics, such as will and tenacity. The endeavour of the child to do everything alone which is manifested at around the age of three is not yet the manifestation of independence as a personality characteristic. Genuine independence is manifested by initiative in interests, the ability to independently plan one´s activities. These are the initial elements of independence which in the child´s behaviour are manifested as tenacity and purposeful orientation to the final goal. The child´s initiative often exceeds his possibilities. It is therefore the task of the adult follow the interests and intentions of the child and to help him realize them. Such attitude helps to strengthen the element of genuine independence in the structure of the child´s personality, the need of purposeful activities which bring practical results. Towards the end of his third year of age the child there appears the ability of self-control and independent evaluation of one´s own activity. At this stage the adult should give the child the opportunity to feel satisfaction over the activities which he has contrived and successfully realized. After the third year of age independence will develop on a difference basis. The child will recognise the surrounding world and its diversity. He will gradually master the logic of inter-relations and phenomena and this will lead him to form a simple and practical opinion of the world. He will formulate independent judgements, conclusions and generalizations. Thus develops the child's readiness for school.

352. KVAPILOVÁ, M.: K diagnostice morálního rozvoje dětí.
(Diagnosis of the moral development of children.)
Predškolská výchova, 43, 1988/1989, no. 3, pp. 6-7

Experience is presented gained in a nursery school where the moral characteristics of children were diagnosed for an effective prognosis of their future development. The teachers were asked to thoroughly monitor the individual children, their volitional characteristics and character. 16 characteristics were selected for minotoring. The results of the monitoring were then sorted and recorded. A five point scale was used which allowed to record not only both polarities of the characteristics but also mean values. A separate diagram was plotted for each child and this gave the teachers a more comprehensive idea of the moral characteristics of the personality of the individual children which stimulated their individual educational work. Parents were involved in the project.

353. LAUNEROVÁ, Z.: Mravná výchova v procese utvárania osobnosti dieťaťa útlého veku. (Moral education in the process of forming the personality of the young child.)
Predškolská výchova, 42, 1987/1988, no. 7, pp. 5-8
6 refs.

In young children contact with adults is the basic precondition of moral development Children acquire correct behaviour, model relations for contact with people and with objects, at first by habituation, later by guidance and explanation from the part of the adult. In early childhood moral education is there to build the foundations of moral awareness, moral feeling and correct behaviour in the spirit of the principles of communist education. At every stage of development the child is capable of attaining a certain level of moral conscious which conditions the respective behaviour. A detailed description is presented of the possibilities of young children of different age groups and the respective methodological approaches are presented.

354. NOVOTNÁ, M.: Žalobníčku, nežaluj.... (Tattletale don´t tattle.)
Děti a my, 18, 1988, no. 1, pp. 9-10
2 photos

Informing is a trait which often appears in children and as with other bad habits the situation should be dealt with immediately and effectively. Informing is often endorsed by incorrect rearing from the part of adults, often even teachers. Petty informing is a bad habit but adults should be able to distinguish spiteful informing from genuine information passed to adults about genuinely grave misconduct of other children in cases when solidarity with such behaviour is wrong. In this sense the impact of parents should conform with that of the school.

355. SMIRNOVA, Ye.: *Puti formirovaniya prosvoĺnogo povedeniya.* (Ways of forming intentional behaviour.) Doshkoĺnoye vospitaniye, 1988, no. 10, pp. 62-71

An important personality characteristic which develops in pre-school age is the deliberate control of one´s behaviour. Deliberate behaviour is manifested in all aspects of life: in the skill of self-control, in observing the rules of correct behaviour, in the ability to concentrate on something, in overall discipline. It is harmful to attain these characteristics merely by orders and strictness, this hamstrings the child´s initiative making it the automatic implementer of someone else-´s will. Deliberate behaviour is based on understanding: to behave in a certain manner because it is purposeful and correct. The adult will help the child to understand and control his behaviour by offering an explanation. If this explanation is to be effective it must be related to activity, to the vital interests of the child, otherwise there will a conflict of word and deed. Educational games are suitable in this respect. They have certain rules which restrict the impulsive activity of the child but the child will subordinate with interest. This is an important element in forming deliberate behaviour. Educational games should be used throughout pre-school age with appropriate grading of difficulty. The author gives examples of such games.

356. ŠEBEK, M.: Zlé děti. (Evil children.)
Rodina a škola, 35, 1988, no. 8, p. 4

Aggressive behaviour appears even in young children. Defiance, hostility and rage appear when the child's wish is not being fulfilled. There are two great periods of negativism - at the age of 2 and then again at the age of 3 and 4 when the child's defense aggresivity crystallizes. The stronger the child feels that his demands and independence are threatened the more furiously he will defend himself. It is therefore better to relieve for a time the pressure exerted on the child to allow him to gain a greater feeling of security and then the child will become easier to cope with. Harsh and punishing rearing provoke aggressivity in the child.

see also entries nos 291, 329

8.4 Relations between children; educating the children's collective

357. DIMITROVA, N.: Razvivashtite funktsii na zanyatiyata po zapoznavane s obshtestvenata sreda. (The developing function of occupations for aquainting the child with the social environment.)
Preduchilishtno văzpitanie, 36, 1988, no. 1, pp. 34-36
1 ref.

Within the given occupation children are to become familiar with the work process, the social importance of the results of this process. They learn to actively receive instructions, the art of selfcontrol and of following instructions.

358. LIEGEOIS, J. - BAUDONNIERE, P.-M.: Effets de la composition en age de classes de maternelle sur la densité des interactions entre enfants de 2-4 ans. (Effects of the age structure of the nursery school class on the frequency of interaction between two and four year olds.)
Enfance, 40, 1987, no. 4, pp. 372-385
5 tabs., 22 refs.

Two different types of nursery school classes were researched a class of children of homogeneous age (2.11 - 3.4 years) and one of heterogeneous age (2.11 - 4.4 years). The children were observed for a period of two months during free play with the aim of finding the frequency of age-related inter-action. The results showed that children in the homogeneous group established contact more frequently than those in the heterogeneous group in which the children often remained isolated and required contact with adults. In the homogeneous group contacts between children were evenly distributed - differences in the sex of the partner chosen for play was also observed.

359. NIEBRZYDOWSKI, L. - SZTAJNERT, K.: O rozwoju i ich motivy. (Development of social relations.)
Wychowanie w przedszkolu, 41, 1988, no. 5, pp. 259/266
1 tab., 1 photo, 14 refs.

The results are presented of a study of the development of interpersonal relations in children of pre-school age.

360. VOVCHIK-BLAKITNAYA, Ye.: Detskiye kontakty i ikh motivy.)
(Children's contacts and their motives.)
Doshkoĺnoye vospitaniye, 1988, no. 6, pp. 56-59

Information is presented on the results of a study of interrelations between children between the ages of 2 - 7 years in a mixed group. The main motive for common activity in the older group was the children's realisation of their position of the "senior person", i.e., their assumtion of the principal role. Young children in contact with older children imagine that they are more mature, set themselves goals which they would not dare attempt on their own. Three different types of mutual relations were recorded: 1. Active positive - older children readily established contacts with young children, behaved in a friendly and kind manner. 2. Active - authoritarian - older children readily established contacts with the younger group but in their behaviour towards the younger group they were authoritarian and patronizing. 3. Non-committal - the older children only contacted the younger group on the teacher's request, were not interested and made every effort to make the contact as brief as possible. The positive factors of education in mixed groups are evident provided that the teacher bears in mind the emotional and moral aspects of mutual relations between the children, that she creates opportunities for joint emotional experience and prepares the children for such contact.

see also entry no. 349.

8.5 Educating the relation to work

361. **BALEVA, C.:** Formirovane na polozhitelno otnoshenie kăm truda v prirodata. (Forming a positive relationship to work in nature.)
Preduchilishtno văspitanie, 36, 1988, no. 3, pp. 12-14
7 refs.

An important element in forming children's relations to work is the good organization of their work, forming and maintaining a positive relation to work activities and a pedagogical stance differentiated according to the positive changes in the child's attitude to work.

362. **KRULEKHT, M.:** Obucheniye detey navykam khozyaystvenno-bytovogo truda. (Teaching house chores to children.)
Doshkoĺnoye văspitanie, 1988, no. 12. pp. 26-32

Work education should be oriented to the development of all skills needed for implementing work processes. The following skills should be trained in children: 1. general, which are necessary for doing any work (planning procedure, determining the workplace); 2. special, such as are required for certain types of work. The research carried out by V.I. Loginova proves that children from the age of four can cope with house chores (laying the table, washing toys, washing small items of laundry, etc.). Such chores in work education should be preceded by the observation of the work performed by adults. Occupations in the nursery school are described in detail: 1. the teacher performs a certain work with the children to attainment of required results; 2. a problem situation occurs related to motivation, e.g., the little bears want to eat but are unable to lay the table, 3. the determination of the goal and procedure (the selection of the needed objects, the arrangement of the workplace); 4. performing the work under the guidance of the teacher who sees to it that everything is done properly. A description is presented of several other similar occupations.

363. ŠIKLOVÁ, D.: Pracovní výchova v jeslích. (Work education in the crèche.)
Predškolská výchova, 42, 1987/1988, no. 6, p. 7

The methodological handbook "Work Education of Children in Crèches" is recommended for nurses. The term work education is auxiliary and does not express work tasks in the true sense of the word. Training children in self-help and hygiene habits is discussed. Handling activities and play are described as are constructive, imitation play, playing on the sandheap, modelling in plastic, simple help to adults. The introduction to each chapter explains the concept of activities or play.

see also entries nos 92, 245, 414, 418

8.6 Education of the scientific world opinion; education of socialist patriotism and internationalism

364. STAROBOVÁ, D.: Využití regionálních prvků - seznamování dětí s přírodou při vytváření základů socialistického vlastenectví. (The use of regional elements - acquainting children with nature in the process of laying the foundations of socialist patriotism.)
Predškolská výchova, 43, 1988/1989, no. 2, pp. 11-13
1 photo

A detailed description of presented of the use of natural conditions for developing cognition and for patriotic education. The author focuses on learning about life around a brook. She uses activity methods and means which stimulate mental and physical activity, strengthen initiative, enhance the children´s desire for activity and knowledge. A detailed description is given of the content of outings and subsequent activities in the nursery school.

see also entries nos 151, 333, 567

8.7 Peace education

365. MIŠURCOVA, V.: OMEP a výchova v duchu míru. (WOPE and education in the spirit of peace.)
Předškolská výchova, 42. 1987/1988, no. 6, pp. 8-9
3 refs.

Education in the spirit of peace is included among the main research projects of the World Organization for Early Childhood Education. The results of a survey in which 17 member countries from 3 continents took part was processed by M. Dunin-Wasowicz in a publication entitled Early Childhood Education in the Spirit of Peace. The questionnaire contained 37 questions relating to 4 problem areas: the formation of the child's personality in early childhood education, the education of the nursery school teacher, formative function of social reality, information on activities beneficial to peace. The results of the survey emphasise the necessity of conceiving peace education comprehensively, in order that it should comprise the coordinated activity of all educational factors and address all characteristics of the child's personality. A 14-member international team compiled the publication Grains of Peace. Experience was used gained in different countries of Europe, Asia and Africa. Education for peace mainly consists in forming the child's character and life attitudes. The endeavour is manifested in both publications for developing the concept of peace gradually, proceeding from the children's experience, avoiding formalism and verbalism.

366. SINGER, W.: Die Kraniche der Kinder von Hiroshima.
(The crane of Hiroshima children.)
Neue Erziehung im Kindergarten, 1988, nos 7/8, pp.148-149
2 photos, 2 figs.

On the occasion of the 1988 World Day of Peace the author recalls the fate of children who died in the atomic attack on Hirosnima. A Japanese little girl Sadako Sazaki died of radiation related disease at the age of 12 - according to ancient tradition she believed that if she could make 1000 paper cranes she would get healthy. She only managed to make 643. Her fate still touches Japanese children today who bring thousands of paper cranes to the symbolic monument and decorate it with thousands of little paper cranes. The Japanese crane like the white dove is a symbol of the desire of children for peace and for a world without wars. An instruction leaflet is enclosed for fitting the crane together and the author recommends that children should try to fit it together, possibly with the help of their parents.

see also entries nos 151, 173, 490

9 SPEECH AND LANGUAGE EDUCATION

367. GLUKHOV, Ch.: Za estetikata v ezikovoto obshtuvane.
(Aesthetics in language communication.)
Preduchilishtno văzpitanie, 36, 1968, no. 5, pp. 7-8

Cultural speech is characterized by accuracy, clarity, grammatical correctness, style and melodiousness. Teachers should express themselves adequately to the children´s ability to understand, comprehensively, fluently, logically and accurately and should avoid stereotype.

9.1 Speech development, communication, semantics

368. DAMBORSKÁ, M.: Řeč, hudba a zpěv v životě dítěte.
(Speech, music and singing in the life of the child.)
Zdravotnická pracovnice, 38, 1988, no. 12, pp. 742-745

The human voice is the most important element in the development of human communication. The pre-school child is impacted upon mainly by the musical elements of the voice, reminding of primary speech, closer to song than to articulated speech. The child is able to identify his mother by sight and to perceive and differentiate the human voice already in his first days of life. Communication between the mother (parents) and the child is carefully observed and because it differs from usual speech it has been described as "nanny speech". Characteristic is its more apparent mimics, eye movement, smile, gestures, movement of the head, and mainly by the great number of musical means of expression. Scientifically justified are the intuitive didactic abilities of the parents who talk to the child in a loving manner - this is sensory education, as well as intellectual, aestetic, emotional and moral education, the refinement and broadening of the intellectual potential of the child.

369. KIELAR, M.: Sprawność jezykowa dzieci wiejskich u progu szkoły. (Language qualification of village children on the threshold of school.)
Wychowanie w przedszkolu, 41, 1988, no. 10, pp. 547-553
1 fig., 6 refs.

The child´s school achievement depends on his ability to express himself and on the accuracy of such expression. The author sums up the results of a survey of 30 children from peasant families.

370. KUTÁLKOVÁ, D.: Proč koktá? (Why does he stammer?)
Rodina a škola, 35, 1988, no. 11, p. 9
1 photo

At present stammering is mostly caused by unsuitable educational procedures, in many cases the responsibility rests with the parents who place excessive demands on their children. Stammering can also result from a strong emotional experience, even a happy one. At around the age of three every child undergoes a period of development difficulties, he repeats the beginnings of words, cannot find adequate expression, stops short and falters. At this stage the child is not aware of his difficulties. Parents should let development run its course naturally because when they start pointing to these difficulties or even punish the child for them, the child may develop neurosis with subsequent stammering.

371. MILLER, G. - GILDEA, M.P.: How children learn words.
Scientific American, 1987, no. 9, pp. 94-99
Rev.: Franzová
Teorie a praxe speciální pedagogiky, (Theory and practice of special education), 1, 1988/1989, no. 2, pp. 89-91

The authors publish the results of their study devoted to the acquisition of the mother tongue by children.

see also entries nos 120, 140, 380, 542, 543, 545, 546, 548

9.2 Speech development

372. BALABANOVA, M.: Razkazi po mekhanizirani igrachki.
(Talking about mechanical toys.)
Preduchilishtno văzpitanie, 36, 1988, no. 6, pp. 20-22
2 refs.

Mechanical toys represent technical novelties (robots, spaceships), provoke the child's imagination evoke associations with what the children have heard and seen and stimulate their own interpretation of facts which they then narrate. The author presents her experience with the development of the children's creative activity.

373. DASKALOVA, F.: Aktivizakiyata i motivasiyata - aktualni problemi na obuchenieto po roden ezik. (Activation and motivation - actual problems of teaching the mother tongue.)
Preduchilishtno vaspitanie, 36, 1988, no. 6, pp. 16-19
5 refs.

The problem of the activation of speech is connected with motivation which is the internal stimulus for activity. Activation is linked with activity. Correct motivation is therefore the most important psychological condition for increasing speech activity.

374. FUCHS, A.: Vielfältige Spiele und Übungen zur Entwicklung des phonetisch richtigen Sprechens in einer jüngeren Gruppe. (Various games and exercises for developing phonetically correct speech in young children.)
Neue Erziehung im Kindergarten, 1988, no. 6, pp.126-127
5 refs.

The author presents her experience with the development of phonetically correct speech in young children. In various games and exercises she proceeded from the theoretical concept developed by A.V. Zaporozhets which she modified for the conditions of her own class of three year olds. She also describes the use of books and finger movement play.

375. GERBOVA, V.V.: *Zanyatiye po razvitiyu rechi s deťmi 4 - 6 let.* (Occupations oriented to speech development in 4 - 6 year olds.)
Moscow, Prosveshcheniye 1987
Rev.: Smaga, A.
Doshkoĺnoye vospitaniye, 1988, no. 5, p. 124

The system of occupations is described for speech development in a group of older children in a small nursery school. The material is sorted out for three age groups and work outside of the respective occupations is also described. Examples are given of games which train auditory and phonematic perception, which in turn help form fluent speech. The supplement contains texts for narration, reading and memorizing and colour tables for individual work with children.

376. HASDORF, W.: *Zur inhaltlichen und didaktisch-methodischen Gestaltung muttersprachlicher Beschäftigungen im Kindergarten (000).* (The content, didactic and methodological form of occupations for speech development in nursery school. - Part 2.)
Neue Erziehung im Kindergarten, 41, 1988, no. 11, pp. 233-235
1 photo, 3 refs.

The basic goal of speech development in the individual age groups of nursery school, tasks for different occupations, preparation and organization of occupations and their description are presented and an analysis is made of concrete work with children.

377. IVANOV, I.: Logopedichni problemi pro obuchenieto po roden ezik. (Speech therapy problems in the instruction of the mother tongue.)
Education for correct speech should be conceived not only as a matter of speech aesthetics but also as a factor which has major significance for the full development of the child's personality. The author emphasises the importance of training correct phenomatic hearing in children, and of practicing the phonetic characteristics of the mother tongue.

378. JASTRZĘBOWSKA, G.: Zabawy pomagaja w kształtowaniu poprawnej mowy. (Play helps the correct development of standard speech.)
Wychowanie w przedszkolu, 41, 1988, no. 11, pp.652-656

The development and improvement of language skills is no easy task. The most effective method to achieve this in children of pre-school age is play. Play must be interesting, varied and meaningful. It is shown how the cases of nouns are practiced.

379. JEDAN, D.: Der Mutter- und Fremdsprachenunterricht bei Kleinkindern und Grundschülern im Sinne Pestalozzis: eine Analyse. (Teaching the mother tongue and foreign languages to young children and primary school pupils after Pestalozzi: analysis.)
Historia Infantiae, 2, 1985, no. 2, pp. 51-80
59 refs.

The author analyses and assesses Pestalozzi's contribution to the teaching of the mother tongue and of foreign languages. The study is centred on the characteristics of the three stages of Pestalozzi's method of language teaching: the first stage is teaching speech sounds and starts from the child´s birth. The second stage comprises the acquisition of words and sentences and its task is to acquaint children with different objects in their nearest surroundings. In stage three the children are led to form sentences and to use the language fluently.

380. KOLEVA, E.: *Slovesno-igrovi pokhvati za aktivizirance na rechta.* (Word play procedures for enhancing speech activity.)
Preduchilishtno vǎzpitanie, 36, 1988, no. 2, pp. 35-38
2 refs.

The author strives to develop in children the ability to form logically fluent, grammatically correst and expressive speech based on active verbal communication through word play.

381. LAUNEROVÁ, Z.: *Formovanie zvukovej stránky reči detí v útlom veku.* (Forming the sound characteristics of speech in young children.)
Predškolská výchova, 4, 1988-1989, no. 4, pp. 2-9
5 refs.

Children are introduced to the sound structure of speech in early childhood. This is done systematically and gradually with the child´s contact with adults and other children. The most important factors in this process are the development of auditory perception and the development of organs of the articulation apparatus. Onomatopoeic sound and interjections are the basic material in a child´s speech. On them the child gradually learns to pronounce the individual phones from which he derives nouns, adjectives and verbs. The sound characteristics of speech develop in the systematic use of onomatopoeic words. Children begin to realize differences in the use of different sounds and this prepares their speech and auditory analysers for more complex acoustic and articulation activity. This development will be enhanced by nursery rhymes which include onomatopoeic words. Examples are given.

382. NOVÁKOVÁ, M.: Jazyková výchova a pripravenosť detí na školu. (Language education and the children's readiness for school.)
Predškolská výchova, 43, 1988/1989, no. 1, pp. 14-16
2 photos, 4 diagrams

Exercises are given for the development of auditory analytical and synthetic activity which is to preclude later failure in nursery school, in primary school, mainly in dictations. Different types of exercises are presented which have development and corrective function and also fulfil the diagnostic function for assessing the maturity of auditory perception and auditory and motor coordination at the child's entry into school.

383. OERTLE, H.: Manchmal geht's nicht ohne Hilfe. (Sometimes you cannot do without help.)
Spielen und lernen, 1988, no. 5, pp. 34-35
3 photos

Information is presented to parents on the most frequent speech disorders in children of pre-school age, a characteristic is given of frequent disorders and ways of identifying them are described. Examples are given of speech therapy which may be carried out in the family. Guidance in difficult cases is recommended.

384. PETKOVA, P.: Razvitie na detskoto slovesno tvorchestvo. (Development of the child's verbal creation.)
Preduchilishtno vǎzpitanie, 16, 1988, no. 1, pp. 26-30
5 refs.

Man's creative abilities should be identified as soon as possible. The author proceeds from the views of L.S. Vygotski and G. Rodari and gives examples of how the child's ability to express himself should be developed. She Emphasises that guidelines are always inspirational, never binding.

see also entries nos 31, 400, 547

9.2.1 Foreign languages

385. BALLAY, F.: Langage à l'école maternelle en zone d'Education prioritaire. (Language in nursery school in the zone of priority education.)
L'école maternelle française, 1987/1988, no. 4, pp. 9-15
16 refs.

A contemplation about an empirical study which was drawn up in 1981 in Dijon and focused on language education in two nursery schools mainly attended by children from immigrant families from Morocco, Tunisia, Turkey, India, etc. The author characterizes the conditions under which this education was implemented and analyses the problems of teaching the French language with regard to its phonological, semantic, morphological and syntactic systems. The methods of the teacher are described which led to good achievement by the children and which included linking words with the children's activities in adequate situations, the use of play, etc.

386. TCHAYKOVSKAYA, L. - TCHAYKOVSKIY, R.: Nash domashniy inyaz. (Teaching the foreign language at home.)
Semýa i shkola, 1988, no. 3, pp. 26-28

Advice is given to parents who speak a foreign language how to teach this language to their children.

see also entries nos 10, 19, 379

10 INTELLECTUAL DEVELOPMENT, INTELLECTUAL EDUCATION

387. BRZEZIŃSKA, A.: Aktywność własna jako warunek kształtowania sie postawy twórczej u dziecka w wieku przedszkolnym. (Activity as the condition of forming the creative attitude in children of pre-school age.)
Wychowanie w przedszkolu, 41, 1988, no. 1, pp. 4-5
15 refs.

Two basic problems are defined: creative attitudes and the creative activity of children. Great attention is devoted to the role of the environment, and to types of attitudes of the adult to the child.

388. DITCHBURN, S.J.: Literacy Development: Some Issues for Early Childhood Educators.
Early Childhood Education, 21, 1988, no. 2, pp. 4-7
19 refs.

The author states that present reality in the towns provides children from very early childhood with much experience and the opportunity to come into contact with the printed word. From this follows the interest of specialists who devote themselves to the study of early childhood literacy. As concerns early childhood the author refers to Schickedanz, Sullivan and Paley. Books for children are considered to be a significant stimulus for literacy in early childhood. As concerns the relationship of the teacher to the problems of literacy in early childhood, each of them must find his own approach.

389. GRUSZCYK-KOLCZYŃSKA, E.: *Jak kształtuje się u dzieci psychiczna dojrzałość do uczenia się matematyki.* (How psychic maturity for learning mathematics develops in children.) Part 1.
Wychowanie w przedszkolu, *41*, 1988, no. 6, pp. 323-330.

The first part of a study based on a survey of children who had just completed nursery school attendance. The notion of the mental maturity of the child for learning mathematics and the development of calculattion in children are defined.

390. GRUSZCZYK-KOLCZYŃSKA, E.: *Jak kształtuje się u dzieci psychiczna dojrzałość do uczenia się matematyki.* (How psychic maturity for learning mathematics develops in children.) Part 2.
Wychowanie w przedszkolu, *41*, nos.7/8, pp. 387-395.

The second part of the study is devoted to the basic condition for children's aware understanding of mathematical dependences - operational thinking.

391. **GRUSZCZYK-KOLCZYŃSKA, E.:** Jak kształtuje się u dzieci psychiczna dojrzałość do uczenia się matematyki. (How psychic maturity for learning mathematics develops in children.) Part 3.
Wychowanie w przedszkolu, 41, 1988, no. 9, pp. 473-480.

The third part of the study is entitled Developing the ability to solve problems and the development of the ability to overcome intellectual difficulties.

392. **KIELAR, M.:** W świecie symboli i znaków - rozumienie ich i wytwarzanie. (In the world of symbols and signs - their understanding and forming.)
Wychowanie w przedszkolu, 41, 1988, no. 4, pp. 232-238.
10 figs., 3 refs..

Young children at first live in the real world and gradually become acquainted with the world of symbols and signs. With the help of adults they will gradually learn to orient themselves in the world of culture, to activate memory and to use their imagination.

393. **MINAŘÍKOVÁ, M. - PIVODOVÁ, M.:** Rozvíjení poznání v mateřské škole. (Developing cognition in nursery school.)
Praha, SPN, 1987
Rev.: Minaříková, M.
Predškolská výchova, 42, 1987-1988, no. 2, pp. 14-15

A methodological handbook for educational work. Chapter one states the goals and tasks of the "Development of cognition" and characterizes two parts of this unit: cognizing the life of society and cognizing nature. Chapter two specifies the tasks of the programme for children between the ages of 3-6. This programme is divided into three parts: 1. examples clarifying how the individual long-term and target tasks may be fulfilled within the course of the school-year; 2. scheduling the tasks into time units and specifying them for the individual age groups of the children; 3. examples of plans of educational work. Chapter three presents stimuli and methodological guidelines for children's outdoor activities. Chapter four presents educational games. Chapter five contains a list of educational media and chapter six presents a list of references.

394. **MUSEYIBOVA, T.**: Orientirovka v prostranstve. (Orientation in space.)
Doshkolnoye vospitaniye, 1988, no. 8, pp. 17-25

Space perception, space imagination and orientation in space increase the sensory and intellectual abilities of the child. The quality of a drawing is to a considerable extent determined by composition, the aesthetic expression of symmetry, rhythm, the alternation of elements. Mastering space coordination improves the quality of music, rhythmic and movement exercises. The basic knowledge about space and orientation habits are indispensable for preparing for school instruction and for learning the highway code. The content is presented of the unit "Orientation in space" from the Programme of education and teaching in the nursery school, for all age groups and incorporating detailed methodology.

395. **SCHILLE, CH.:** Pädagogische Arbeit - lebensverbunden und ersiehungswirksam auf der Grundlage des neuen Programms. (Educationally effective educational work linked with life based on the new programme.)
Neue Ersiehung im Kindergarten, 41, 1988, no. 10, pp. 203-205
2 photos, 2 refs.

Contemplation about the importance of outings oriented to the systematic observation and cognizing of the surroundings. Guidelines are presented for preparing children for such cutings, for the individual age groups and the principles are stated for attaining the said educational goals.

396. **PETROVA, E.:** Ranno razvitie na tvorchestvoto kato universalna sposobnost. (Early development of creation as a universal ability.)
Preduchilishtno văzpitanie, 36, 1988, no. 6, pp. 3-5
2 refs.

Creation is a complex of abilities, aptitudes and characteristics. The author describes the universal character of the said characteristics, the conditions of the early development and basic functions of creative activity. She also deals with personality development and states that the child's independent work allows the early development of talent.

397. WALCZYNA, J.: Dylematy wychowania umysłowego dzieci w przedszkolu. (Problems of intellectual education of nursery school children.)
Wychowanie w przedszkolu, 41, 1988, no. 3, pp. 131-142.
2 photos

Intellectual education as preparation for work in school has its specific characteristics in the nursery school environment which are conditioned by the psycho-physilogical needs of children in the ages of 3 - 7 years.

see also entries nos 139, 372

10.1 Perception

398. MÁDROVÁ, E.: Škola čeká. (School expects you.)
Rodina a škola, 35, 1988, no. 3, p. 4

Information is presented for parents on how to develop children´s perception. Perception helps us orient ourselves, is the basis for the arrangement of knowledge about the world, about ourselves. In order that the child should improve his perception it has to be helped by adults. We should therefore transmit knowledge to the child in form of play. We play together, briefly but regularly. We have to know what we want to teach the child, proceeding from the simple to the more complex, always praising the child and never deterring the child by feelings of failure. Concrete advice is given on how to develop in the child space perception, touch, hearing, etc.

399. RASCHKE, I. - KEMPF, J.: Zum Sachbereich "Sensorische Erziehung beim Umgang mit didaktischem Material, Bausteinen und anderen Gegenständen" im Programm für Erziehungsarbeit in Kinderkrippen. (The theme area of the programme of educational work in the crèche "Sensory education in handling didactic material, building kits and other objects".)
Neue Erziehung im Kindergarten, 41, 1988, no. 10, pp. 210 and 215-216.

The authors proceed from the importance of the sensory education of the child from early childhood and explain the principle and methods of sensory education in the crèche. They also set concrete tasks which may be implemented through sensory education.

see also entries nos 392, 458

10.2 Memory

see entries nos 322, 392

10.3 Thinking

400. BALABANOVA, M.: Tvorcheski razkazi po senkovi i skhematichni izobrasheniya. (Creative narration by shadow and schematic imaging.)
Preduchilishtno vězpitanie, 36, 1988, no. 2, pp. 9-10

Experience is presented gained in the research of the development of imaginative thinking in 5 - 6 year olds. Illustrative examples are given providing methodological guidance for the development of creative narration through imagination and creative thinking.

401. KIELAR, M.: Szeregowanie jako wykrywanie róznic między przedmiotami. (Assignment as the process of discovering differences between objects.)
Wychowanie w przedszkolu, 41, 1988, no. 6, pp. 348-353
4 diagrams, 2 refs.

Definition of concept, its development in children of pre-school age, examples of games and exercises which develop the aptitude to assign.

402. KLEIN, P.S.: Promoting Flexibility in Young Children's Mind within the Family. A Cross Cultural View.
International Journal of Early Childhood, 19, 1987, no. 2, pp. 51-60.
8 refs.

The article presents various ways by which the child's thinking is stimulated within the parent-child relationship in order to endorse its plasticity. Factors are presented which turn the interaction between the child and the adult in to a situation in which the child learns. A procedure is suggested which is specially significant for cross cultural adaptation because the factors on which it is based are independent of the content and context of a certain definite culture. It was drawn up in Israel on the basis of two lingitudinal surveys of children from the poorest groups in society.

see also entries nos 140, 417

10.4 Foundations of mathematics

403. FRASUNKIEWICZ, J. - LUKASIK, C.: Ciekawa matematyka. (Interesting mathematics.)
Wychowanie w przedszkolu, 41, 1988, no. 11, pp.656-660
6 figs., 3 refs.

Quantitative notions begin to develop in children in pre-school age and their development takes a number of years. The article presents practical examples of the use of diverse stimuli for practicing numerical operations.

404. IGNATOVA, T.: Diferentsiraniyat podkhod v obuchenieto po matematitce. (Differentiated approach to teaching mathemtics.)
Preduchilishtno văzpitanie, 36, 1988, no. 2, pp. 6-8

The best conditions for differentiated approach are provided during the childen's independent work, this both in and out of class. The article deals with shortcomings in the methodology and organization of teaching and recommends certain solutions.

405. JAŠKOVÁ, V.: Matematické představy. (Mathematical terms.)
Predškolská výchova, 43, 1988/1989, no. 2, p. 10
1 photo

The development of fundamental mathematical terms proceeds from handling objects and knowledge is gradually generalized, transformed into verbal expressions. From this proceed the following conclusions: children should be actuated, and provoked to think creatively and act independently. Ample time should be provided for the child's cognizance and experimenting, situations should be created when subject matter becomes the subject of a dialogue between the teacher and the child. Experience with the good use of literary texts for motivating occupations oriented to the development of mathematical terms is presented. It is emphasised that emotional experience has effect on the child's concentration.

406. KŘÍŽOVÁ, J.: Rozvíjení základních matematických představ.
(Development of fundamental mathematical terms.)
Predškolská výchova, 43, 1988/1989, no. 2, pp. 8-9

The methodological handbook is presented entitled "Development of fundamental mathematical terms" which follows up on two previously published handbooks dealing respectively with the development of cognition and language education. It contains the following chapters: Theoretical foundations of sets in the nursery school; Methods and forms of work in the development of fundamental mathematical terms in children of pre-school are used in different organizational forms; Specification of tasks from the programme of educational work and their scheduling into time periods, preparations and monthly plans, including suitable aids; Selection and use of aids in educational work. The handbook is complete with a list of references and a series of graphics which were proven in the practical work of J. Křížová and L. Mruškovičová, authors of the methodological guidebook.

407. LAZAROVA, M. - IVANOVA, G.: Varianti za integrirane na zadachite po matematika s drugi razdeli. (Variants of the integration of mathematics problems with other subjects.)
Preduchilishtno văzpitanie, 36, 1988, no. 5, pp. 18-20

The integration of mathematical problems with environmental subjects and speech development helps to engage the children's experience in discovering new laws, actuates their thinking and helps them to master the system of mathematical terms.

408. MIKHAILOVA, Z. - NEPOMNYASHCHAYA, R.: Metody formirovaniya elementarnykh matematicheskikh predstavleniy. (Methods of forming basic mathematical terms.)
Doshkolnoye vospitaniye, 1988, no. 2, pp. 26-30
2 refs.

Fundamental mathematical terms are formed using practical, object, verbal and play methods. Their specificity consists in: 1. the fulfilment of various practical activities which are the basic point of departure for intellectual activity, 2. in the use of didactic (educational) material, 3. acquired terms are the result of handling didactic material, 4. the habits of adding, subtracting and measuring are developed in basic form, 5. the acquired terms and activities are used in different activities, such as play, work, everyday life. The following methods are discerned with regard to the application of the children's activity, independence and creativity: 1. reproduction - the children's activity is controlled by an adult on the example of his own activity, accompanied by explanation and the monitoring of results. 2. Productive - the children are to find the partial or complete solution to the problem. The teacher will tell them what should be done but does not indicate methods of solution and only helps indirectly. The proportion of productive and reproductive exercises depends on the age and maturity of the children. Play is an independent form of forming mathematical terms in children.

409. PAUVERT, M.: L'école maternelle et les mathématiques.
(The nursery school and mathematics.)
L'école maternelle française, 1987/1988, no. 4, pp.17-26
9 refs.

Within the cognitive development of the child there also takes place the process of the development of capacities which allow the acquisition of knowledge about numbers and geometrical shapes, i.e., mathematical knowledge. The article presents a characteristic of the relation of the child to numbers and shapes and contemplates procedures which affect this relationship. It is stated that mathematics requires abstract thinking which develops gradually. This development is enhanced by educational material stimulating activities which endorse mathematical thinking. This material is not so much about objects as such but about their characteristics which are able to stimulate the development of mathematical terms in the child.

410. STOLYAR, A.A.: Formirovaniye elementarnykh matematicheskikh predstavleniy u doshkolnikov. (Forming the basic mathematical terms in pre-school children.)
Moscow, Prosveshcheniye 1988
Rev.: Ginetsinskiy, V.: Didaktica "predmatematiki".
Doshkolnoye vospitaniye, 1988, no. 12, pp.86-89

The publication is designed for students of colleges of education. It contains the following chapters: Methods of forming fundamental mathematical terms in children as a scientific and didactic discipline; Theoretical foundations of forming the fundamental mathematical terms in children of pre-school age; Methods of forming fundamental mathematical terms in children of pre-school age.

see also entries nos 46, 389, 390, 391, 556

10.5 Foundations of reading and writing.

411. CHABOT, L.: Éléments pratiques concernant l´enseignement de l´écriture. (Practical elements in teaching writing.)
L´école maternelle française, 1987/1988, no. 8, pp.17-24
5 diagrams, 7 refs.

The author compares script in different cultures and emphasises its communicative function: children should therefore learn to write legibly. The article deals with the principles of caligraphy (correct holding of the pencil, observing the shape of characters and the distance between them, placing diacritical signs and punctuation, etc.). The specific characteristics of the handwriting of individuals develop from correct writing habits.

412. KREKELER, H. - WENDT, A.: Lesen mit Händen und Füssen. (Reading with hands and feet.)
Spielen und lernen, 1988, no. 4, pp. 50-51

The themes are presented of sensomotor games through which children learn to recognize letters. The authors emphasise the importance of strengthening the child´s ability to distinguish shapes with their senses: sight and touch are involved. Guidelines are given for making aids for play activities in which the children work with letters, i.e. boxes in which children recognize letters by touch, with their hands and feet.

413. USANOVA, O. - SHAKOVSKAYA, S.: Uchimsya chitat´ i pisat´. (We are learning to read and write.)
Seḿya i shkole, 1988, no. 11, pp. 36-37
1 photo

Six and seven year olds often have difficulties learning to read and write in school. One of the main reasons is their insufficiently developed phonematic hearing. One possible method of improving this hearing is described, namely by modelling in the process of the analysis and synthesis of language elements. The child writes a sentence not in letters but in strips of paper. The whole sentence is indicated by a strip of paper 15 cm in length. The individual words are then pronounced and this is accompanied by hand clapping - a shorter strip of paper is placed after each clap. This is then done for syllables and phonemes. The child discovers the sentence scheme and by dividing the words into syllables and phonemes not only hears but also sees the syllables and phonemes. Examples are given.

see also entry no. 213

10.6 The foundations of natural sciences

414. HARDMEIER-CHANSON, A.: Kinder-Gärtner im Kindergarten. Säen, Wachsen und Ernten miterleben. (Children - gardeners in the nursery school. Experiencing planting, growth and harvesting.)
Der Schweizerische Kindergarten, 78, 1988, no. 5,
pp. 4-7, 9-12
8 photos, 3 tabs.

Children work in the garden and obtain a product of their own work, thereby recognizing its importance. The experience is described of teachers with the year long use of the garden for growing plants, observing animals and looking after them. Plans suitable for growing in the nursery school garden are listed.

415. HOLZINGER, H.: Zum Bekanntmachen der Vorschulkinder mit der Natur (II). (Acquainting children of pre-scholl age with nature. Part I.)
Neue Erziehung im Kindergarten, 41, 1988, no. 5,
pp. 99-102
2 photos

Methodological guidelines are presented for acquainting children with nature according to the new programme of educational work for nursery schools. Themes and tasks for the individual age groups are given for observing natural phenomena, play with natural materials and care of plants.

416. KARAKEKHAJOVA, S.: *Aktivizirane na poznavatelniya interes kǎm zakonomernostite v prirodata.* (Actuating interest in recognizing the laws of nature.) Preduchilishtno vǎspitanie, 36, 1988, no. 5, pp. 13-15 2 refs.

Proceeding from the results of a research project the authors explain the necessity of explaining to children the causal relationships in nature. Systematic interest in recognizing causal relations leads to independent thinking and develops creativity.

417. NIKOLAYEVA, S.: *Formirovaniye dinamicheskikh predstavleniy o prirode.* (Forming dynamic ideas of nature.) Doshkoĺnoye vospitaniye, 1988, no. 2, pp. 58-61

The perception of changes is of great importance for the development and improvement of thinking in early childhood and in pre-school age. Nature provides broad possibilities for such observation. In order that the observation of natural phenomena should bring the desired results the children should main ly observe: 1. the laws of natural processes (the development of the plant from seed to seed), 2. inter-relations (seasonal phenomena). 3. time parameters of changes in nature. The child´s activity leads to the development of dynamic ideas (work in the garden, care of plants and animals). Seasonal changes should be recorded graphically (nature calendar). The children create a whole series of the individual phases of natural phenomena thereby gaining an idea of their sequence, the concept of the series of subsequent phases of natural phenomena. All this enhances active thinking.

418. SINGER, W.: Gartenarbeit im Kindergarten - wie fangen wir an? (Ho do we start work in the nursery school garden?)
Neue Erziehung im Kindergarten, 41, 1988, nos 2/3, pp.54-56
3 photos, 5 tabs., 3 refs.

The author proceeds from the pedagogical importance of work in the garden and summarizes its content and organization. Tabulated are garden tools and other equipment and their dimensions with regard to the children's age, suitable plants and fundamental rules for growing and protecting different plant species.

see also entries nos 48, 364 and 546

10.7 Becoming acquainted with the foundations of technology

419. KLEIN, P.S.: Children's Feelings Toward Computers: A Phenomenological View of Some Developmental Aspects.
International Journal of Early Childhood, 20, 1988, no. 1, pp. 54-57.
8 figs.

A survey made in Israel studied the attitude towards computers in 120 three to six year olds. The analysis of discussions and children's drawings showed results which differed with the children's age. In 3 - 3.5 year olds the quality of the drawings dropped when the children were asked to use the computer, in 4 - 5 year olds previous experience induced a positive attitude to the computer and in 5 - 6 year olds the attitude to the computer was no longer influenced by the child's personal attitude but by the degree of the child's achievement with the use of the computer.

420. PEJŠOVÁ, J.: Jak realizovat úkoly programu elektronizace v předškolní výchově. (How to implement the tasks of electronics optimization in pre-school education.) Predškolská výchova, 42, 1987/1988, no. 11, pp. 3-6

Training for the use of electronics in everyday life in early childhood means to stimulate and develop the desirable psychic functions, characteristics and aptitudes in the child, such as will allow him to identify technical elements and to understand their practical application, to develop and strengthen the child's positive motivation for handling technically more demanding toys, aids and instruments. The results of a survey are presented which in its first stage centred on the provision of nursery schools with educational media of the first generation and KE-31 instruments. The second stage of the survey studied the state of electronic toys in the Czech Socialist Republic and the third stage of the survey focused on the experimental verification of computer programs for 5 - 6 year olds. 6 programs were put forward for the development of cognition, mathematical terms and road safety education. The results of the survey will show how second and third generation educational media should be introduced into the educational work of nursery schools.

11 AESTHETIC EDUCATION

421. UŽDIL, J.: Situace a úloha estetické výchovy. (Situation and role of aesthetic education.) Umění a řemesla, 1988, no. 4, pp. 3-5

The author deals with the development of aesthetic education efforts in the history of our country and discusses the present situation in what is termed the consumption of the work of art. He points to the impact of art on the education of the child, to the necessity of further developing aesthetic education and to its irreplaceable educational impact.

422. ZYP, J.W.: Art in Early Childhood.
Early Childhood Education, 21, 1987/1988, no. 1, pp.36-37.

The author an ispector of art education in Canada first presents the views of various authorities on the relationship between the child and art. He then informs the readers of the tasks contained in the handbook for pre-school education published in Alberta in 1984 which relate to planning activities and to the provision of materials stimulating creative thinking and creative expression in children. In conclusion he puts forward practical suggestions for art education in pre-school age: to create a visually stimulating environment in the class (plants, animals, interesting objects, reproductions, suitable posters) and to regularly replace all these objects; to provide material for art education (paper, brushes, clay, etc.); to motivate and stimulate the children´s thinking (discussions, narration, excursions into nature, films, books, magazines); to provide minimal instructions and examples, i.e., only those which relate to technical skills; to set the main rules for mutual behaviour among the children; to endorse experimenting, discovery and discussions; to have a positive attitude and approach to the children, to stimulate them, and to express joy over their work.

see also entry no. 82.

11.1 General aspects

423. PANKRATOVA, L.: Vospitaniye nravstvenno esteticheskikh chuvstv. (Educating moral and aesthetical feelings.)
Doshkolnoye vospitaniye, 1988, no. 4, pp. 19-25

Valuable works of art should be selected for developing the child's ability to perceive emotionally, to understand beauty in nature and in fiction. Such works of art should describe natural phenomena from a new angle and should emotionally endorse previously cognized reality. Examples are given of folk fairy tales, works by Russian and Soviet writers. In the occupation entitled "Winter" the teacher used poems about winter to introduce the children to the poetry of winter landscape; she discussed with the children life in the winter forest using poetical expressions.

424. ŠVEC, A.: Dialóg s ilustráciou. (Dialogue with illustration.)
Zlatý máj, 32, 1988, no. 2, pp. 80-83
1 photo

The author makes a detailed evaluation of BIB ´87, the entries of the individual countries, characterizes the individual exhibits and their authors. He discusses the history of the Bratislava Biennial of Illustrations positively assessing its development and importance but criticizes the existing problems namely organizational, which will have to be overcome.

425. Zu Inhalten und zur Gestaltung der ästhetischen Bildung un Erziehung im Kindergarten. (Content and forms of aesthetic education in the nursery school.)
Neue Erziehung im Kindergarten, 41, 1988, no. 10,
pp. 211-212
4 refs.

Three thematic areas are discussed which should be processed by teachers within in-service education. The themes relate to the content, methods and specific characteristics of the process of aesthetic education in the nursery school. The teachers are asked to make long-term observations of the chosen thematic area and to attempt to link theory and their own practice. A list of references is included.

see also entries nos 143, 424, 572

11.2 Music education

426. ABRAMYAN, G.: Kto vzyal faĺshibuyu notu? (Who took a false note?)
Kiev, Muz. Ukraina 1987
Rev.: Aleksandrova, T.: Uslyshat́ muzyku.(To hear music.)
Seḿya i shkola, 1988, no. 6,
pp. 44-45

Young school children are taucht to understand music through the narration of stories.

427. ABRAMYAN, G.: Solnechniy krug. (Solar circle.)
Moskva, Malysh 1985
Rev.: Alexandrova, T.: Uslyshat(muzyku
Seḿya i shkole, 1988, no. 6, pp. 44-45

A music encyklopedia designed for young school age children.

428. HASELBACH, B.: Muzik und Tanz für Kinder. (Music and dance for children....et alia
Mainz, Schott Muzikverlag B. Schotts Söhne 1986.
Rev.: Vetsch-Pfister, B.: "Tanzgarten","Muzik und Tanz für Kinder" - zwei neue Unterrichtsmittel.
Der Schweizerische Kindergarten, 78, 1988, no.1
pp. 33-35
2 photos

An educational package is presented containing music and methodology for one to two years of learning. The main tasks and exercises are to be done at home. The children are stimulated to draw (there is ample space for this in each exercise book), to sing at home, to dance. There is a sound cassette, a commentary for the teacher and one for the parents with each exercise book. The parents are thus initiated to cooperate with their child through broadly based music and creative activity.

429. HEGI, F.: Improvisation und Musiktherapie. Improvisation and Music therapy.)
Paderborn, Junfernmann-Verlag 1986.
Rev.: Der Schweizerische Kindergarten, 78, 1988, no. 6,
p. 24

The publication presents experience with music therapy. Part 1 is pedagogically oriented, introduces into music improvisation. Part 2 includes examples of music therapy and explains how improvisation should be understood and introduced. Part 3 containt 130 games for music improvisation. The aim, preparation, course and possible modifications of each game are given.

430. CHOKSY, L.: "No Child Comes Empty".
Early Childhood Education, 21, 1987/1988, no. 1, pp. 3-5

The author begins her article for nursery school teachers with the stated citation from Z. Kodaly. Choksy is Professor of Music at Calgary. In her article she points out that children come to the nursery school with different experiences, namely with pop-music. It is the task of the school to set them out on the road to the rich world of music. This is best done by games linked with music and song. The author gives practical advice for song, movement with music, listening and the development of creative attempts in the field of music.

431. IRMINGER, C.: Tanzgarten. (Dance garden.)
Basel, Schweizerischer Kindergärtnerinnen-Verein 1980.
Rec.: Vetsch-Pfister, B.: "Tanzgarten", "Muzik und Tanz für Kinder" - zwei neue Unterrichtsmittel. Der Schweizerische Kindergarten, 78, 1988, no. 1, pp. 33-35
2 photos

New dances, games with movement and dances with songs for nursery schools and primary schools from different countries are presented. The themes of the songs are varied: ranging from dance games to natural themes (snow, wind, etc.), dances for ceremonial occasions, to original dance songs accompanying road safety education.

432. KURKOVÁ, L.: Lukášova tvorba pro děti. (Lukáš´ works for children.)
Estetická vychova, 29, 1988/1989, no. 2, pp. 52-53
1 photo

Zdeněk Lukáš is a well-known Czech composer whose works are played at home and abroad. His works for children include many fine songs and small compositions. For radio programmes for nursery schools he has written a cycle od children´s songs "What I can draw", very original is his music for the fairy tale cycle "Princess Pinkpink and Clown Scurryhop". Lukáš´ music for children´s radio programmes has been recorded on tape by Komenium and a number of his songs are contained in the collection "for young singers"; other compositions will be published by the State Pedagogical Publishing House publication in its "Music and Movement Games in Nursery School".

433. MIŠURCOVÁ, V.: O hudební výchově v rodině. (Music education in the family.)
Predškolská výchova, 42, 1987/1988, no. 5, p. 18
1 ref.

Information is presented on a seminar organized by the Commission for Pre-school Education of the International Society for Music Education ISME and held in Hungary. The main theme of the seminar was the development of the young child through music. The papers dealt with the practical aspects of the subject discussing music education of pre-school children in the family, guidelines for mothers, the TV series suggesting ways of developing the musicality of children through play with mother and the other members of the family.

Theoretically oriented papers included the stimulating contribution on the possibilities of influencing the child by music during his pre-natal and early development. Information is also presented on a conference held by the Czech Music Society in 1984 on: How the family can contribute to the music education of very young children. The conference discussed three subject areas: 1. the present impact of the family on the development of the individual and on the culture of the nation, 2. the state of music education of small children in the present day family, 3. cooperation between the family and educational and cultural institutions.

434. PROKŠOVÁ, G.: Mé zkušenosti s hlasovou výchovou předškoláků. (My experience with voice education of children pre-school age.)
Estetická výchova, 28, 1987/1988, no. 8, pp. 243-244

A teacher in a People´s School of Art involved and specializing in the music education of young children presents her experience that children observe every minor vibration in our voice and imitate the speech of adults. The melody and expression of speech precedes and influences their singing. The cultured and expressive voice of the nursery school teacher is therefore extremely important. Her voice should possess a wide range of expressive and dynamic nuances to be able to induce the correct mood, to fully involve the children and to lead them in play. Children´s singing intonation is usually inaccurate at the start but the joy of singing and the habit to sing prevails and is worthwhile. Children need the support of the adult voice or of the music instrument. Varied and interestingly motivated work with the song will gradually make intonation more accurate. Child fatigue should be avoided, this also applies for a pre-school song ensemble whose work must be varied and should never exceed the twenty minutes limit.

435. WENZLOVÁ, R.: Hudební odkaz mateřské školy. (The musical heritage of the nursery school.) Predškolská výchova, 42, 1987/1988, no. 9, pp. 14-17

A survey was organized at the secondary pedagogical school in Beroun in which the following questions were put to 153 students: 1. are you interested in music; a) classic, b) populer, c) both. 2. what is your strongest listening experience from early childhood? The responses were anonymous and the students were given ample time to think them over. The prevalent number of responses to question no. 2 related to pre--school age. The environment in which the girls listened to music was the home (83) and the nursery school (40). The results of the survey showed the importance of pre-school age for perceiving and experiencing music. The experiences which the students recalled after 10 years had been strong and had positively motivated them. The song is closest to the child and the family environment provides many opportunities for creative work. The nursery school, the home and the entire public should provide the young child with as many musical stimuli as possible.

436. ZEZULA, J.: Hudební výchova v mateřské škole ...., a kol. (Music education in the nursery school... et alia.)
Most Severografia 1988, 392 pp.
Rev.: Hrček, R.
Predškolská výchova, 42, 1987/1988, no. 9, pp. 30-31
1 photo

A methodological handbook which in its introduction incorporates music education in the system of aesthetic education. The chapters relate to: Psychological pre--requisites for music education, The process of music education in the nursery school, The complex of music activities in the nursery school and its organizational forms, Methodological guidelines for the song book "The Small Singer". The Supplement includes compositions for listening.

see also entries nos 58, 124, 125

11.2.1 Development of musicality

437. COKLANOVÁ, N.: Spolupráce škol při rozvoji hudebnosti dětí. Zkušenosti z praxe. (Cooperation of schools in the development of musicality in children. Practical experience.)
Estetická výchova, 28, 1987/1988, no. 2, pp. 55

Information is presented on the many years cooperation between the People's School of Art in Brno-Žabovřesky and 35 nursery schools. There is consistent cooperation and exchange of experience between the teachers of the said schools with the aim of bringing the world of art closer to the children. The annual plan of the People's School of Art is based on this cooperation. The specification of the plan for the individual months of the year is given.

438. HEJZLAR, T.: Z hudební knihovničky. (The music library.)
Děti a my, 18, 1988, no. 2, pp. 28-30
2 photos

The present epoch characterized by the explosion of scientific research and technical novelties puts aesthetic education into the role of a subsidiary element. Its indispensability for the healthy development of the individual is, however, indubitable and undeniable. The author enumerates and characterizes titles published by Panton which contribute to the development of musicality in our children. Given genuinely active work with the book we can impact on the child population very intensively, he states.

439. RADYNOVA, O.: Slushaniye muzyki. (Listening to music.)
Part 4.
Doshkolnoye vospitaniye 1988, no. 10, pp. 72-79

Music with movement (dramatisation of songs, the use of dance expressive movements) is a very effective method of developing musical perception and general musicality. B.M. Teplov pointed to this linkage between music and movement. In order to deepen musical experience it is useful to use rhythmic movement because music and rhytmic movement ot music develop simulaneously. This makes it possible to use movement for developing the ability to differentiate music elements. The child listens to music and expresses its character through movement (emotional tuning, accent, tempo, rhythm, dynamics). Examples are given of how children learned two songs, 3 - 4 occupations were needed for this.

11.2.2 Music activities

440. **KREMLIČKOVÁ, M.:** Hudební výchova v jeslích. (Music education in the crèche.)
Predškolská výchova, 43, 1988/1989, no. 1, pp. 12-13

Information is presented on the methodological handbook for music education in the crèche. The theoretical part elucidates the function of music in the life of young children and the characteristics of the music activities are given complete with comment on implementation. The practical part meets the requirements of the Programme of educational work. A range of possible implementations of each task is given. The small musical dictionary is the basic pre-requisite for the further music education of crèche nurses.

11.2.3 Receptive music education

441. **FREITAG, S.:** Konzerte für Vorschulkinder. (Concerts for pre-school children.)
Neue Erziehung im Kindergarten, 1988, no. 9, pp. 200-201
4 refs.

The author analyses one form of music education of pre-school children recommended by the new programme. He presents experiences which were gained by the Music College in Weimar where the concerts were held. Organizational principles are presented - length: the duration of the concert should not exceed 35 minutes for the younger group and 45 mins for the older group, content and dramaturgy. He states that the concerts were regularly attended by up to 200 children of the older group who listened attentively and devoted concentrated attention to leading artists and their performance of great works of classic music. The author therefore has no doubt whatsoever as to the educational importance of these events.

see also entry no. 439

11.3 Art education

442. DORONOVA, T. - JAKOBSON, S.: Ispoĺzovaniye igrovykh metodov pri obuchenii doshkolnikov. (The use of game methods in teaching pre-school children.)
Doshkoĺnoye vospitaniye, 1988, no. 2, pp. 24-26

The system of games in teaching art to four year olds is discussed. The children are motivated not only to meet the demands placed by the curriculum of art education but also to the help others, i.e., to make people happy. For this end the teacher will create a certain situation and will motivate the children by narration. The children might simply choose a toy animal for which they will model a "cake". The situation will arouse interest in the children, their endeavour to fulfil the task as best as possible. Art activity then turns into play, the occupation receives an ethical orientation and contributes to the enhancement of positive emotions.

443. KABALKINA, Ye.: Artoteka-chto eto takoye? (The art library whatever is it?)
Semýa i shkola, 1988, no. 7, p. 63

In Prague´s fourth district the children´s library and reading room and the library for adults are in the same building as the art library which contains 5300 paintings, graphics and replicas of the works of artists of different eras and countries. The art library also has publications on art, photographs of paintings which are on loan to the public. Discussions on art are also held.

444. KOFMAN, N.: Rozhdayetsya obraz. (A painting is born.)
Semýa i shkola, 1988, no. 8, pp. 39-41
2 photos, 4 figs.

At the A.S. Pushkin Museum of fine art there exists a studio for children whose parents want their children to devote themselves to art in their leisure time. Because they could not admit all applicants what are called family groups were formed. Each lesson is divided into two parts: the inspection and evaluation of the paintings which the children painted at home and a tour of the museum. The elucitation of each painting and the subsequent discussion must be comprehensible and interesting for both the children and their parents. The author believes that children between the ages of 3 - 5 should develop freely and creatively. There is no need to teach the child to draw but he should be taught to observe his environment, to develop his curiosity, to teach him to experience and to enjoy beauty. When the child begins to create he creates hiw own idea, any interference by the adult will disturb this idea and the child's phantasy will disappear as a result. On the other hand with good guidance the creative activity of the pre-school child, and subsequently the school child will not be lost.

445. LYSENG, M.: Keeping an Eye on the World: Visual Thinking. Early Childhood Education, 21, 1987/1988, no. 1, pp.8-11. 1 fig., 15 photos

The author acquaints the reader with the concept of art education in the curricula for nursery schools in Alberta, Canada. She first presents a psychological analysis of the child's art activity, illustrated by photographs of the children and a diagram clarifying the inter-linkage of these activities. In the second part of the article she defines the main principles which are applied to the curricula and derives practical guidelines for nursery school teachers.

446. VÍŠKOVÁ, I.: Výtvarná výchova jako součást integrujícího estetickovýchovného působení na osobnost dítěte. (Art education as part of the integrating aesthetic education impact on the child's personality.) Predškolská výchova, 43, 1988/1989, no. 4, pp. 16-17

Art education intervenes strongly in the moral sphere by leading to independent creative work, helping to overcome difficulties and to find new solutions. The main idea of the new concept is to endorse spontaneity. Art education enriches the emotional life of the child. Children experience feelings of joy and satisfaction, they enjoy the beauty of shapes and colours. The need to depict arouses the need to get a better knowledge of the subject. The process of selecting a theme is mainly affected by a deep emotional experience. The child can only depict what he is interested in, what he knows well enough, and what at that particular moment is sufficiently actualized in his mind; only a well motivated attempt will yield a result which is artistically and educationally valuable.

447. VÍTKOVÁ, M.: K nové dílčí metodické příručce Výtvarná výchova v jeslích. (The new partial methodological handbook Art Education in the crèche.)
Predškolská výchova, 42, 1987/1988, no. 4, pp. 8-10
3 photos

In the introduction the authors elucidate the goal of this activity, namely to develop spontaneous creativity in children, to arouse joy and satisfaction, all this through drawing, painting and modelling. The present concept is given of both activities as is the characteristics of the respective stage of development; methodological guidance instructions for planning are provided. A considerable part of the text is taken up by examples of occupations in art education and pictorial material. There is also a list of aids for art education and a list of references.

448. VÍTKOVÁ, M.: Výtvarná výchova v koncepci jeslí. (Art education in the concept of the crèche.)
Predškolská výchova, 43, 1988/1989, no. 4, pp. 14-15

Creative activity in art education brings joy to children and they should therefore be given the opportunity for art activity from early childhood. From the age of 12 months children may be let to draw with chalk on the blackboard or on a piece of paper stretched out on the floor. The material should be colourful to provoke drawing. From the age of two other materials and techniques can be added, such as painting, modelling and two-dimensional creation. At the age of 30 - 36 months the child will be offered themes for artistic elaboration. It has proven to let the child draw, paint and model the same subject.

449. WERCKMEISTER, F.: Vivre la couleur á l´école maternelle.
(Applying colour in nursery school.)
L´école maternelle française, 1987/1988, no. 5, pp. 17-29
5 sketches, 15 refs.

In a practically oriented article the author states that after many years during which not enough attention was paid to colour in the art expression of children the situation has now started to change for the better. Children learn to use colour in several stages:
1. They learn to know colour materials by preparing them, mixing and comparing. 2. They learn to recognise colours both in the real environment and in pictures, 3. The children learn to handle colours and to use all their possibilities in their art work. The article contains a lot of concrete advice on how to incorporate colour in art education. In conclusion a list of children´ books on colours is included.

see also entries nos 25, 58, 168, 515, 570

11.3.1 Art performance

450. HEKALOVÁ, A.: Vezmi žlutou tužku, namaluj si hrušku.
(Take a yellow pencil and draw me a pear.)
Rodina a škola, 35, 1988, no. 2, p. 6

The author presents a survey of the development of children´s drawings from the very beginnings, often totally incidental, when the child himself does not know what he will draw, through the first pictures of the world which are created between the second and third years of age, to the art performance of the pre-school child which according to the child's dispositions, the opportunity given him and stimuli becomes increasingly explicit. The child's art performance is an expression of the child's need to talk about people, things, their meaning, about what he knows and what interests him. It reflects his imagination, memory, phantasy, emotion and will.

451. MIROSHIMA, K.: *Formirovaniye vyrazitelínosti obraza v detskikh risunkakh.* (Forming expressive children's drawings.)
Doshkolínoye vospitaniye, 1988, no. 7, pp. 27-31

A description is presented of an experimental project which was aimed at identifying how 6-7 year olds perceive the shape of objects in illustrations, to identify the impact of illustrations on children's drawings, to determine the best ways of acquainting children with the basic means of expression in book graphics. Under the guidance of the teacher the children inspected illustrations by several artists, drew or painted illustrations to various short stories and poems using diverse material and different art expression. The example is given of a discussion about the birch tree - its presentation by poets and painters. The children became acquainted with the characteristics of the tree and with the different ways in which it has been represented by artists. The children learned to master different drawing techniques. The drawings became expressive, the children used and combined different materials and the character of their representation of objects changes as a result of these discussions.

452. SCHWARTZOVÁ, G.: Motivácia výtvarného prejavu v jasliach.
(Motivation of art expression in the crèche.)
Predškolská výchova, 42, 1987-1988, no. 7, pp. 15-17
1 fig.

Motivation is the overture to art activity and part of art education. In the crèche motivation usually takes the form of brief play in which the child may become a passive or active participant. This game should induce a strong emotional experience and at the right moment the nurse will then offer the child art material to work with. Ways of motivating younger and older toddlers and motivating games are described.

see also entries nos 512, 566

11.3.2 Art activities

453. BIĹKIS, Ye.: Chto mozhet igrushka? (What can a toy do?)
Semýa á shkola, 1988, no. 11, pp. 56-57
1 photo

The "Fairy-tale" studio has been established at the Moscow House of Culture. It incorporates six groups of 20 children with 20 children in each group The studio´s director is V.I. Petokhova under whose guidance children make soft toys, especially animal figures. It is her principle to encourage those children who are less skillful. The children make toys for themselves, for their own pleasure. Exhibitions of the children´s work are occasionally held which are generally admired.

454. KOMÁRKOVÁ, R.: Volný čas a výtvarné činnosti mládeže.
(Leisure time and youth art activities.)
Umění a řemesla, 1988, no. 4, pp. 15-16

During its research the Research Institute of Commerce found that children are prevented from engaging in art activities not only by lack of free time but also by a shortage of equipment for art activities. They also found that the present furnishings of flats, including children's rooms do not provide space for art activities.

455. ŠAŠINKOVÁ, E.: Loutky z textilu v mateřské škole.
(Textile puppets in the nursery school.)
Estetická výchova, 28, 1987/1988, no. 5, p. 136
3 photos

Inspiring guidelines are given for the use of textile materials in the nursery school. Textile collage is a well-knowe technique but young children have difficulties with scissors and so the author has found it useful to use scraps - old gloves, socks, etc., from which the children make original puppets which they obviously like better than toys bought in the shop.

11.3.3 Receptive art

456. DIXON, G.T. - TARR, P.: Extending Art Experiences in the Preschool Classroom.
International Journal of Early Childhood, 20, 1988, no. 1, pp. 27-34
24 refs.

A study based on American literature is a discussion contradicting the view that education through art in pre-school age is limited to the creation of conditions for the spontaneous art performance of the child. Proceeding from studies of children's responses in discussions on paintings for children and for adults and using the tradition of discussions on art in school age the authors recommend that forms of receptive art education should be incorporated in the programme of educational work giving the children the opportunity to systematically become acquainted not only with illustrations in children's books but also with reproductions of paintings, e.g., on picture postcards, and with originals, e.g., in galleries. In discussions on painting the children should in an appropriate manner be shown not only what the respective painting expresses but also the technique of representation (colour, line, etc.). Discussions on paintings contribute not only to the aesthetic but also to the language development of children.

457. VOJTOVÁ, M.: Seznamování dětí s uměleckým dílem.
(Acquainting children with a work of art.)
Predškolská výchova, 42, 1987/1988, no. 4, pp. 19-20

The National Art Gallery in Prague organises discussions on works of art for pre-school children. These discussions have shown that it is preferable to acquaint the children with only several works of art in one session even though during their out of the art gallery the children also see the other exhibits. Education begins in the cloakroom where the children leave their coats and take with them little plastic seats. This is followed by a description of the building of the art gallery, information on who used to live here and why such beautiful works of art are exhibited here. On the programme of the first session is still life (J. Navrátil Still life with plums, fruit and flowers and K. Purkyně The Snow Owl), the next session is devoted to the landscape in different seasons, paintings by Old Dutch Masters and better known paintings (Lada, Aleš, Mařák). Then follows the portrait (the Gothic painting, the statue, the group of statues, the relief). The basic pre-condition for the success of such discussions is good preparation, adequate and appropriate selection, agreement on general terms with personnel in the art gallery, motivating the children prior to the visit, and creating the suitable atmosphere.

458. ZANKOV, O.: Sisteme za obogatyavane na obrazno-esteticheskite predstavi na decata. (System of enriching visually aesthetic ideas in children.)
Preduchilishtno vǎspitanie, 36, 1988, no. 3, pp. 6-12
13 figs., 1 ref.

The teacher must work systematically to enrich perception and visual ideas in children. The authors suggest that teachers should compare several works of art with the same theme and offer the system based on variants of object pictures which they state could serve as an inspiration.

see also entries nos 330, 505, 513

11.4 Literary education

459. ABADZHIEVA, A.: *Liricheskata tvorba i formiraneto na esteticheski chuvstva.* (The lyrical work and the development of aesthetic feeling.)
Preduchilishtno văzpitanie, 36, 1988, no. 5, pp. 9-12

The depth of aesthetic perception is determined by the power of the experience with the idealogical and artistic content of the work of art. This to a considerable extent depends on how close the content is to the ideas, associations and phantasies of the children.

460. BERANOVÁ, J.: *Z lesa do "lesa". Ze skušeností jedné učitelky mateřské školy.* (From the forest to the "forest". Experiences of one nursery school teacher.)
Československý loutkář, 38, no. 2, pp. 38-39
1 fig.

The author discusses her experience, states the principles and gives concrete examples of the drama education of the youngest children in nursery school.

461. BINDER, L.: *Experiences with Children´s Books and the Media: Reading Promotion Via Television - An Austrian Model.*
Bookbird, 26, 1988, no. 2, pp. 10-11

A report is presented on the introduction of a multimedia programme related to the book as the child´s partner, implemented in 1979. The programme consists of: 1. series of 20mins TV films which demonstrate how the book impacts on the child, 2. books for parents to accompany the films, 3. the so-called social phase which consists of discussions over books for the general public, for librarians and teachers. The said programme is designed for the youngest readers. Its second stage, i.e., for 8 - 14 year olds consists of short films, radio programmes, infosmative video-clips and publications. The second stage was implemented in the years 1987-1988.

462. HAVLÍNOVÁ, M.: Knížka pro rodiče o knížkách pro děti.
(A book for parents on books for children.)
Praha, Albatros 1987, 111 pp.
Rev.: Dolníčková, D.
Predškolská výchova, 42, 1987/1988, no. 7,pp.29-30

The publication provides the broad public with guidelines on how to impact on the child adequately to his age and individual characteristics to make reading become a cultural need. The guidelines are presented in comprehensible form. The first part contains an explanation on the importance of the book in the life of the child and characterizes the three stages in the development of reading from birht to adolescence. The second part discusses the importance and contribution of literature suitable for different age groups.

463. "Leselandschaft Schweiz" - eine Untersuchung des Schweizerischen Jugendbuch - Institut über Kinder- und Jugendlektüre. (Reading landscape of Switzerland - a research project of the Swiss Institute for Books for Youth on reading in the child and youth population.)
Der Schweizerische Kindergarten, 78, 1988, nos 7/8, pp.39-40
2 figs.
The results are presented of a research project which monitored the attitudes of school children to reading,

reading and literary education in the schools, books on offer by libraries and the production of books for children and youth. Within the research project some 3000 questionnaires were sent out to pupils in all parts of the country; questionnaires were also sent out to teachers, librarians and authors. The study also found that the number of functional illiterates among conscripts had been rising in recent years. It was also found that in all language regions of Switzerland the number of people reading decreases with age and that reading was replaced by other activities, namely listening to the radio and viewing TV. There is a relatively dense network of public libraries in all cantons which are, however, little used by schools. The librarians do not have enough time to offer books, inform the public about them, to organise cultural activities, such that would make the public library the centre of the cultural life of the locality. A list of measures was drawn up on the basis of the study to increase reading interest. It was emphasised that the education of readers should start in pre-school age.

464. MEROTZKE, R.: Erziehungswirksame Arbeit mit Kinderliteratur. (Pedagogically effective work with children´s literature.)
Neue Erziehung im Kindergarten, 41, 1988, nos 2-3,
pp. 35-38
2 photos, 4 refs.

The concept is presented of literary education in the new programme of educational work for crèches and nursery schools. The importance is underlined of work with the book in the individual age groups. The methodological questions are discussed of work with literature in the nursery school and the specific aspects of occupations in literary education are described.

465. **MAROTZKE, R.:** Zum erziehungswirksamen Einsatz von Kinderliteratur in den jüngeren Gruppen. (Introducing educationally effective work with children's literature in the younger group.)

Neue Erziehung im Kindergarten, 41, nos 7-8, pp.162-164
Part 2
2 photos, 7 refs.

The author presents a theoretical justification of the necessity of introducing systematic work with children's literature in groups of young children. Children come to the nursery school from the crèche and from the family with widely differing previous preparation. Literary aesthetic experience must be induced purposefully and from the very beginning of nursery school attendance. Children should be taught to concentrate and their emotional experiences should be cultivated. The authors recommend group work with 6-7 children and 2-3 occupation units at intervals of 1-2 days to each theme. He also presents a survey of suitable literature and methodological procedures relating to different genres of literature.

466. MAROTZKE, R.: Zum erziehungswirksamen Einsatz von Kinderliteratur in den jüngeren Gruppen (II). (Introducing children's literature as an educationally effective means in the younger group. Part II.)
Neue Erziehung im Kindergarten, 41, 1988, no. 10, pp. 206-210
4 figs., 1 ref.

Work with the picture book in the group of young children is explained. Methodological guidelines and model procedures are given as well as examples from recommended books. Some questions are presented which the nursery school teacher should deal with within in-service training.

467. MRVOVÁ, A.: Dramatické vyjadrovanie predstáv. (Dramatic expression of ideas.)
Predškolská výchova, 43, 1988/1989, no. 4, pp. 8-10

Play prevails in the dramatic expression of ideas allowing the child to develop his creative activity, phantasy, movement and other abilities of expression. In coordination with the other educational components the children gradually acquire a store of different means of expression which are the basis for dramatic play. Thus, for instance, in the meadow they will play the grass, the flowers, express the growth of the plants, plant wilt, various insects. At first they will dramatize short nursery rhymes, later fairy tales. The teacher always plays with them seeing to it that all children take part and are involved, maybe only by creating sound effects. The themes are listed which enabled the author to fulfil the tasks of the Programme of educational work in the dramatic expression of ideas.

468. NOVOTNÁ, M.: Povídám, povídám pohádku. (Let me tell you a story.)
Děti a my, 18, 1988, no. 3, pp. 9-10
1 photo

The article points to the fact that in today´s over-technicalised and hurried world many parents underestimate the importance of the narrated or read fairy tale and consider it sufficient for the child to view or listen to fairy tales on radio, TV or records. Many believe that the traditional fairy tale no longer belongs in this modern world. The author underlines and makes a detailed evaluation of classical fairy tales for children and points to the psychological impact of the narrated and read fairy tale in direct contact with the beloved person who narrates or reads the story. The narration will also develop the vocabulary of the children and culture their expression. It will also enrich their phantasy and their sense of poetry.

469. OPRAVILOVÁ, E.: Umělecký přednes prósy a poesie.
(Artistic recitation of prose and poetry.)
Predškolská výchova, 42, 1987/1988, no. 9, pp. 20-21
1 photo

The pedagogical poem is the title of a competition in recitation of prose and poetry for students of secondary pedagogical schools (secondary teacher training colleges). Over its 20 years of existence it has significantly influenced the concept of recitation for children within the educational programme in secondary pedagogical schools and has stabilised its standards. Participating in the 20th annual competiton were finalists of the first round which had taken place in 15 pedagogical schools in the Czech and Slovak Socialist Republics. The jury evaluates the dramaturgic elaboration, choice of text with regard to the age of the children, understanding of the text and of the author's style, imagination, creativity, originality. Also assessed are the movement culture, work with props and other art and sound media, contact with the child audience. The working programme also includes a meeting of the competitiors with specialists at specialist seminars.

470. PAJDLHAUSEROVÁ, E.: Klasifikácia metód literárnej výchovy. (Classitication of methods of literary education.) Predškolská výchova, 42, 1987/1988, no. 9, pp. 10-13
1 photo

The combination of several methods stimulating joy, playfulness, activity and creativity in children is recommended to make literary education occupations in nursery school attractive. The introductory motivation should proceed from the child's experience. Motivating narration induces the child's interest and the motivating discussion activates the child's memories of previous experiences. Motivating examples are pictures, music, the animation of various objects and toys. Exposition methods serve to mediate the work of literature, i.e., mainly the narration of the story. Repetition will strengthen the knowledge of the literary work. This is free reproduction, authentic reproduction (especially of poems), dramatisation. Methods of control and evaluation allow the teacher to identify the child's knowledge of the literary work and the quality of the child's aesthetic activity. This may be assessed from the child's verbal performance, art performance, movement and musical expression. The results will then serve to stimulate the teacher's further work.

471. PETRASOVÁ, N.: Tajemství lišky aneb Proč dramatická výchova na mateřské škole? (The mystery of the fox or Why do we need drama education in the nursery school?)
Československý loutkář, 38, 1988, no. 4, pp. 86-87

A nursery school teacher analyses the present level of drama education in nursery school. She states that the number of children without any emotional background is increasing. Today´s children are more knowledgeable but personality is not strong through the amount of information but by the capacity of intensive experience. She criticises the present concept of drama in nursery school which has not resulted in emotional or aesthetic experience. In conclusion she recommends that measures be taken to improve the situation in this area of education.

472. RADLOFF, D.: Zur erziehungswirksamen Arbeit mit Kinderliteratur. (Educationally effective work with children´s literature.)
Neue Erziehung im Kindergarten, 41, 1988, no. 12, pp. 257-264
2 photos, 10 refs.

Guidelines are presented for educational work with children´s literature according to the new programme for nursery schools. Problem areas for in-service education of nursery school teachers are defined and a list of references given.

473. Reading is fun - New IBBY/IRA Greeting Card Project.
Bookbird, 26, 1988, no. 3, pp. 18-19
4 figs.

A report is presented on the new IBBY/IRA greeting card project which is to stimulate reading and to increase children´s interest in literature. The series of greeting cards by illustrators from all part of the world also includes one by Czech illustrator and painter Adolf Born.

474. TOLL, C.: "Lies mir etwas vor!" ("Read me something!")
Spielen und lernen, 1988, no. 12, pp. 25-27
4 photos

The author analyses reading to children as a way to enrich their knowledge and an opportunity to come closer to the child and to learn his feelings and desires. Reading and discussions over books are a significant means for developing the child´s sociability in general, for learning to understand the next person and to listen to one another in particular.

475. URIBE, V.: Banco del Libro of Venezuela - An Institution of Firsts.)
Bookbird, 26, 1988, no. 2, pp. 5-8
2 photos

A report is presented on the book bank, a private institution in Caracas in Venezuela which is playing a very important role in Latin America. Since 1960 it has been providing exchange service between libraries, supplying schools and colleges, compiling lists of recommended books and partaking of book publishing. The bank also runs a documentation centre which serves

600 specialists in Spain and Latin America. This activity has been recommended as a model for such services to public and school libraries. In view of its consultation services operated on an international scale the book bank receives state subsidies even though it is a private institution.

476. ZIGOVÁ, E.: *Každý deň báseň.* (A poem every day.) Predškolská výchova, 42, 1987/1988, no. 4, pp. 14-15

Of all literary genres poetry is most accessible to children. Its advantages are rhythm, colour play, wealth of emotion and stimuli for phantasy. Listening to verses and recitation are planned eve outside the children´s occupations. Verses may be applied on various occasions and in different situations, especially outdoors. Children will in time learn the poems which they have heard more often, they will come to understand their mood and will be able to recall them and to use them in appropriate situations. It would not be correct to explain to the children their experience from listening to poetry in prose and to supplement a lengthy commentary. The poem indicates rather than tells. And in memorizing a poem the teacher will have to proceed from the child´s explicit desire to learn the poem which he has heard and liked. Poems are best learnt individually with appropriate motivation. Only such poems can be learnt collectively which directly require this, namely rhymes which accompany children´s games.

see also entries nos 127, 372, 423.

11.5 Children's books

477. Albatros v Bologni. (Albatros in Bologna.)
Zlatý máj, 1988, no. 7, pp. 431-432

The international children's book fair in Bologna celebrated its 25th anniversary in 1988. Its prestige is high thanks to the prizes awarded to publishing houses every year. The international Jury Premio grafico "Fiera di Bologna" every year consists of different specialists in the field from different countries, who evaluate the book as a complex whole - its overall appearance, the balance of characteristics, adequacy of content, graphic layout, artistic concept, quality of material and polygraphic production. Czech children's books are almost always a success and the Albatros publishing house belongs among the most frequently awarded, despite the fact that the quality of paper, colours and print in Albatros books is lower as compared with the other entries in the contest. The article contains a list of awarded books to the year 1988.

478. AURALDSSON, K.: Astrid Lindgren. (Astrid Lindgren.)
Bookbird, 25, 1987, no. 3, pp. 8-10
3 photos, 1 fig.

The life and work of Astrid Lindgren, leading Swedish writer of books for children and youth who celebrated her 80th birthday on November 14, 1987 is described. Her books have been translated into many languages, filmed and staged in many countries. She has greatly contributed to the activity of IBBY of which she was an active member from its establishment in 1953. She won the H.Ch. Anderson award in 1958.

479. Nominees.
Bookbird, 26, 1988, no. 3, pp. 14-16

A list is presented of writers from different countries who have been nominated for the H.Ch. Andersen award with a survey of their work and basic biographical data. The list of nominees includes Helena Šmahelová, Czech writer of children´s books (born in 1910), holder of the 1976 Marie Majerová Prize.

480. BALOGHOVÁ, M.: Tvorba Ruda Morica pre deti. (Rudo Moric´s work for children.)
Predškolská výchova, 43, 1988/1989, no. 1, pp. 16-18
1 photo

An evaluation is presented of the work of R. Moric who wrote thirty books for children and youth and whose range of themes is extraordinary. During his work in the publishing house Mladé letá (Young Years) he devoted great attention to books for the youngest, mainly stories about animals which arouse a love for nature and often set a parallel with the life of children.

481. BISCHOFOVÁ, J.: "The Child Is the Greatest Poet".
Bookbird, 25, 1987, no. 4, pp. 14-16
1 photo, 2 figs.

An interview with Milena Lukášová on children´s books. A survey is presented of the life and work of the author (born 1922) who wrote 25 books for children four of which were translated into 14 languages and published by 24 publishers.

482. BODE, A.: First IYL Conference on Research and Information in the field of Children´s Literature.
Bookbird, 26, 1988, no. 3, pp. 30-32

A report is presented on the first IYL conference on research and information in the field of children´s literature held in April 1988 in Munich with the participation of representatives of 30 countries to map the situation in this research in the individual countries and to attempt to identify problems which may be resolved through international cooperation. Czechoslovakia was represented by M. Genčiová.

483. DINGES, O. - BORN, M. - JANNING, J.: Märchen in Erziehung und Unterricht. (Fairy tales in the education and instruction.)
Kassel, Erich Rōth-Verlag 1986.
Rev.: Der Schweizerische Kindergarten, 78, 1988, no. 3, p. 28

The publication was initiated by the European Society for the Fairy Tale and contains articles by leading specialists in the field. It also expresses its approach to the didactics of the fairy tale and offers recommendations on how to work with the fairy tale. Special emphasis is put on the creative use of fairy tales.

484. DUIJX, T.: Children and Literature Becoming A subject of Serious Study in Netherlands.
Bookbird, 25, 1987, no. 4, pp. 6-7
1 fig.

The article deals with the situation in the research of children´s literature in the Netherlands, namely with regard to the work being done at Utrecht and Leiden Universities. Leiden University has focused on the study of the book as a factor influencing the child's development and on bibliotherapy. The coordinating centre of all research projects in this field is the National Platform which associates all specialists in the field of children's books (librarians, teachers, writers and artists) to evaluate and create books for children and to stimulate readership. Of late the Platform has been centering on the relationship between books and the mass media.

485. DUIJX,T.: Quite a dull living until one day ... Mick and Mandy met. Annie M. G. Schmidt. Winner of the Medal for Writing.
Bookbird, 26, 1988, no. 3, pp. 3-6
1 photo, 1 fig. 18 refs.

The portrait of Dutch writer Anne M.G. Schmidt who won the H.Ch. Andersen award in 1988. Her work and ideas are appraised and a survey of work translated into English given.

486. DVORSKÝ, J.: Slovenská ĺudová rozprávka a jej svetonázorové využitie. (The Slovak folk story and its use for world opinion education.)
Predškolská výchova, 42, 1987/1988, no. 4, pp. 5-7

An analysis is made of the content and formal characteristics of the folk fairy tale and the possibilities of using it in nursery school for world opinion education. Its following characteristics are selected for the said purpose: the conflict between good and evil, timelessness, its detachment from reality, the non-existence of natural and biological laws, the observance of causal relations, the social function is usually expressed spontaneously, unawarely and symbolically, the best liked characteristic is stupidity because it allows the wit and cleverness of the principal heros to stand out.

487. HAVLÍČKOVÁ, H.: Eduard Petiška. (Eduard Petiška.) Předškolská výchova, 43, 1988/1989, no. 4, pp. 4-5 1 photo, 2 refs.

Eduard Petiška (1924-1987) belongs among the most popular authors of books for adults and children. Next to being a writer he worked on the commission for children's literature of the Writers' Union and cooperated with the Albatros and Panorama publishing houses, took part in the work of the Society of Friends of Children's Books and often and readily took part in discussions with child readers. Significant are his translations. For the youngest children he produced pull-outs which are based on simple action. For pre-school children Petiška wrote a number of fairy tales which bring the surrounding world closer to them, introduce children to inter-personal relations and contribute to aesthetic and ethical education. Books designed for school children and excerpts from them have become part of school readers. He introduced his readers to legends, tales and sagas and renarrated and adapted for young readess home and foreign legends of which the best known are his Ancient Greek Myths and Legends.

488. HAVLÍČKOVÁ, H.: Netradiční omalovánky z Albatrosu.
(Colouring pads with a difference by Albatros.)
Předškolská výchova, 42, 1987/1988, no. 4, pp. 24-25

Educational colouring pads, cut-outs and picture cards and books with a prevalence of illustrations and with text are aimed at developing the children´s active work, the development of cognition, logical thinking, speech, spatial imagination, artistic expression. The child trains not only the motor apparatus, but extends his knowledge and from the observation of the individual external characteristics of phenomena he proceeds to comprehend substantial inner relationships. The publication seek to evoke children´s experiences and on the basis of this experience to stimulate the child´s own activity. Such criteria are mainly met by the following colouring pads: From the tree to the chair, From our yard, Folk proverbs, What belongs where, Why is this so? What grows in the wood, The year in the garden, Steering wheels and wheels, We play in the nursery school, Georgy can do it.

489. HAVLÍNOVÁ, M.: Knížka pro rodiče o knížkách pro děti.
(A book for parents on children´s books.)
Praha, Albatros 1987
2nd edition
Rev.: Červenka, J.: Čtení o čtení a o jiných věcech
(Reading about reading and about other things.)
Předškolská výchova, 43, 1988/1989, no. 4, pp.30-31

The first part of the publication is an analysis of the three main periods of reading development from birth to adulthood. In the second part the author deals with the psychological impact of various literary genres on the young person´s road towards understanding the adult world.

490. HICKMANN, D.: Anno's All in a Day: An International Picture Book.
Bookbird, 25, 1987, no. 3, pp. 5-6

A report is presented on the first international picture book for children entitled All in a Day which with international cooperation was prepared by Japanese writer and painter Mitsunesa Anno. The book has 24 pages which depict scenes from the life of a child during one day showing one day in the life of children from eight countries on each sheet. The aim of the book is to demonstrate that family relationships and children's experiences are the same in different parts of the world. By pointing to common experiences the author intends to endorse deeper mutual understanding between peoples and nations.

491. Highly Commended Illustrator, Yasuo Segawa.
Bookbird, 26, 1988, no. 3, pp. 12-13
1 photo, 2 figs., 5 refs.

A survey is presented of the work of Japanese artist Yasuo Segawa (born 1932) who was commended by the Jury of the H.Ch, Andersen award for 1988. He belongs among leading Japanese illustrators of children's books and has been awarded a number of national and international awards. He is also the author of the text of some of the books which he has illustrated.

492. HOVGESEN, G.: Experiences with Children's Books and the Media: The Use of Books and Audiotapes in Denmark.
Bookbird, 26, 1988, no. 1, pp. 10-11

The author sums up the more than ten years' experiences with tape recorded books in Denmark. The initial intent was to access literature to disabled children and adults. Later the tape recordings became a significant aid in teaching loud reading and for dyslectic children. They are now also used for group bibliotherapy. The tapes include fiction, newspapers, articles published in specialist journals (at request) and special texts for dyslectic children and for children with reading disabilities. The texts are accompanied with recorded methodological instructions. The tapes are made by libraries and various specialised organisations and the service is provided free of charge.

493. HROMOVÁ, J.: *Jak vybírat knížky dětem?* (How to select books for children?)
Zlatý máj, 32, 1988, no. 5, pp. 304-306

Several years ago Dutch television and radio transmitted 6 programmes about the history and present state of children´s literature. A book for children was published in response to the favourable reception of the programmes. The authors of the Book deald with problems of children´s reception of books, there is a survey of successful authors, awarded books, a survey of genres, and recommendations for parents what to do when a child refuses to read and is only interested in animated serials. The book is completed with actual statistical data and a number of illustrations. A similar publication would certainly be welcomed by our public because the only similar book is the Book for Parents (Knížka pro rodiče) by M. Havlínová where the author does emphasise the importance of reading from early childhood but does not help to select concrete authors and books.

494. Children´s Books Incorporated in the International Convention on the Rights of the Child.
Bookbird, 26, 1988, no. 3, pp. 18-19

A report by IBBY (International Board on Books for Young People) informing that under Article 9 of the International Convention on the Rights of Children which is to be adopted by the UN in 1989 the child´s right to information is given and that in this sense under Article 16 the member States commit themselves to endorse the production and dissemination of children´s books.

495. IBBY Honour List 1988.
Bookbird, 26, 1988, no. 3, pp. 34-35

IBBY Honour List for 1988. IBBY awards honorable mentions every two years to representatives of national sections from the ranks of writers, illustrators and translators. The publications will have to be published for the first time and shall not be older than three years.The Honour List for 1988 incorporates 94 titles from 34 countries and Czechoslovakia is represented on the list by Eduard Petiška (Olga the Fox), Dušan Dušek (Granny on the ladder), illustrator Ondrej Zimka (The Blueish Lighthouse). There was no Czechoslovak nominee for the translators´ honour.

496. LAUKKA, M.: 1987 BIB Grand-Prix Winner Hannu Taina.
Bookbird, 26, 1988, no. 1, pp. 6-7
5 figs., 9 refs.

A survey is presented of the life and work of Finnish illustrator and graphic artist Hannu Taina who won the Grand Prix at the 1987 BIB for his illustrations of the book Herra Kuningas (Mister King) by Raija Siekkinen.

497. MAISSEN, L.: Children's Literature and the New Media.
Bookbird, 26, 1988, no. 4, p. 20

A report is presented on the 21st IBBY World Congress which was held in September 1988 in Oslo, Norway. The central theme of the Congress was the problem of children's literature and the New Media. The 300 participants in the Congress ranked from writers, illustrators, television workers, psychologists, scientists in different fields who attempted to critically analyse the present state of children's literature and its relations with the mass media.

498. MATĚJOVICOVÁ, M.: Laskavý svět Jana Rysky. (The kind world of Jan Ryska.)
Predškolská výchova, 43, 1988/1989, no. 2, pp. 20-21

An evaluation is presented of the work of Jan Ryska (1916-1983) who in his books for children of young school age narrates seemingly simple stories depicting in depth the world of children's desires, longings and suffering. The author expresses optimistic faith in life and the conviction that adults and children who are capable of mutual understanding will together overcome all life obstacles.

499. NASR, J.A. - NASSAR, A.: Children's Literature Project in the Arab World.
Bookbird, 25, 1987, no. 4, pp. 8-9
2 photos

A report is presented on several phases of research projects whose task is to endorse children's literature and work with the book in the Arab countries. The first stage of the project related to the vocabulary of 2 - 12 year old children and readership. The result of this stage was the compilation of a list of 163 recommended books for reading suitable for Arab children and a Manual for writers and illustrators in Arabic. The second part of the research project which is to stimulate book writing and to enliven work with the book is conceived as a workchop for selected writers, illustrators and librarians. So far several dozen authors have attended the workshops and this has yielded a number of high quality manuscripts. More than 200 librarians from 5 Arab countries attended the workshops.

500. Neue Helden in Kinder- und Jugendliteratur. (New Heroes in literature for children and youth.) Compiled by K. Doderer.
München, Juventa Verlag 1986
Rev.: Der Schweizerische Kindergarten, 70, 1988, no. 3, p. 28

A group of authors attempted to identify new concepts of literary heroes. In the past twenty years the concept of the hero has changed considerably and the hero has become an altogether man in the street character. Social events and social relations are reflected in the activity and attitudes of the principal heroes.

501. WIST, J.: Cultural Bonds and Serious Themes in U.S. Translated Children's Books: A Study of the First Twenty Years, 1968-1987, of the Mildred L. Batchelder Award.
Bookbird, 26, 1988, no. 4, pp. 3-9
7 figs., 20 refs.

The criteria applied to winning entries for the American Mildred L. Batchelder Award for the best translated children's books are discussed. A list of titles is included of award winning books over the 20 years existence of the Award.

502. OPRAVILOVÁ, E.: Bohumil Říha. (Bohumil Říha.)
Predškolská výchova, 42, 1987/1988, no.12, pp. 8-9
1 photo

An obituary of writer Bohumil Říha (1907-1987). Říha's books for children and youth develop the child's imagination and phantasy, acquaint them in a very natural way with the moral criteria of human existence and teach them to know the price of friendship and interpersonal relations. His children's Encyclopaedia, The Great Book for Small Children and the Great Picture Book about Animals are a creative contribution to children's literature. B. Říha was awarded many prizes at home and abroad for his literary, public and cultural work, of them the most important was the H Ch. Andersen award in 1980.

503. QUINONES, V.: The Highly Commended Author. Claude Roy.
Bookbird, 26, 1988, no. 3, pp. 10-11
1 photo, 1 fig., 11 refs.

The portrait is presented of Claude Roy, the French writer of children´s books who in 1988 was commended by the Jury of The H.Ch. Andersen award. Claude Roy (born 1915) worked as correspondent in many countries of Europe and in the USA and became one of the best known writers of his time. He has been writing children´s books since 1960 but he himself believes that every good book may be read by children and young people and that on the other hand adults like to read fairy tales. He has written twenty books for children.

504. REIDARSON, N.: IBBY Documentation Centre of Books for disabled Young People.
Bookbird, 26, 1988, no. 4, p. 12

A report is presented on the establishment of the IBBY Documentation Centre of Books for Disabled Young People within the Norwegian Institute of Special Education. The Centre will collect books about disabled children and for disabled children, as well as information and will compile lists of recommended literature. Thanks to international cooperation there is now an available list of suitable books from a number of countries in a wide range of languages. In cooperation with the Institute the Centre intends to address questions of the methodology of work with the book in disabled children and to research this problem.

505. ROLL, D.: "BIBIANA" - The House of BIB.
Bookbird, 26, 1988, no. 1, pp. 13-14
2 photos

A report is presented on the opening of "BIBIANA" - the house devoted to BIB, the Bratislava festival of illustrations BIBIANA is located in a reconstructed old historic palace in the centre of Bratislava. It houses the BIB Secretariat and the permanent BIB art gallery with a display of more than 350 awarded originals, documentation on the history of BIB, a specialised information service and a specialist library. BIBIANA will become the centre of complex aesthetic education of children, preparing programmes, discussions, theatrical performances and film showings and meetings with writers, illustrators od children´s books. In time a scientific and research centre will be set up for theoretical and practical work with children´s books.

506. ROLL, D.: In Memory of Bohumil Říha.
Bookbird, 26, 1988, no. 1, pp. 24-25

An obituary of Bohumil Říha and an evaluation of his contribution to the work of IBBY and its Czechoslovak Section - the Society for Books for Youth of which he was chairman to his death.

507. ROLL, D.: Salute to Sergei Mikhalkov on His 75th Birthday.
Bookbrid, 26, 1988, no. 1, p. 28
1 photo

A brief evaluation of the significance of the active contribution of Sergei Mikhalkov to the work of IBBY on the occasion of the author´s 75th birthday. Over the 15 years of his work in IBBY he held many functions and sat on many juries and was member of the Executive. At the Cambridge Congress he was awarded the Members´ Honorary Diploma.

508. ROLL, D.: Věc celej spoločnosti. (A matter of the entire society.)
Zlatý máj, 32, 1988, no. 1, pp. 4-5
3 figs.

The article was published on the 35th anniversary of the foundation of IBBY and especially on the occasion of the 25th anniversary of the BIB. The Bratislava Illustrations Biennium was established as a regular competition and exhibition of illustrations of children´s books. In accordance with the tasks and goals of Unesco it provides an opportunity for a confrontation of illustrations to children´s literature, creates conditions for their evaluation and thereby endorses the allround development of this art. (The paper was presented at the opening of BIB ´87).

509. ŘÍHA, B.: Jak jsme šli do světa (s dětskou knihou). (How we travelled the world - with children´s books.)
Zlatý máj, 32, 1988, no. 4, pp. 195-199

The article discusses the work of writers, illustrators, critics, literary historians, libratians and many others who contributed to the development of Czechoslovak children´s books in the past thirty years. He also deals with Czechoslovakia´s activity in the international field, chronologically evaluating the most important conferences and symposia, appreciating the activity of IBBY and its Czechoslovak section.

510. **STEEDSMAN**, G.: The Right Book for the Right Child at the Right Time.
Early Childhood Education, 21, 1987/1988, no. 1, pp. 32-35
11 refs.

The article deals with the impact of children´s literature on developing moral values in children. The author first presents the view of theoretician J. Bandura who believes that children acquaire moral values by observing social models. He then analyses 5 children´s books published in the US and in Canada with special regard to models of male and female behaviour. The author states his belief that the occurrence of the two models should be balanced. However, the analysis showed the prevalence of male models of behaviour. This situation should be corrected.

511. **STEHLÍKOVÁ**, B.: Adolf Born, an Internationally Acclaimed Czech Illustrator.
Bookbird, 26, 1988, no. 2, pp. 11-14
1 photo, 2 figs., 25 refs.

A survey is presented of the work of Adolf Born, leading Czechoslovak graphic artist and illustrator. Bibliographic data are included and a list of books published outside his home country Czechoslovakia and awards won in international competition are listed.

512. STEHLÍKOVÁ, B.: Portrait of an Illustrator Honoured at the BIB: Markéta Prachatická.
Bookbird, 25, 1987, no. 4, pp. 16-18
1 photo, 1 fig.

The life and work is presented of Markéta Prachatická (born 1953), winner of a number of International awards for illustrations who in 1985 was awarded the BIB award for her illustrations to L. Carroll´s Alice in Wonderland and Behind the Looking Glass.

513. STEHLÍKOVÁ, B.: Tendence v ilustraci české dětské knihy.
(Trends in illustrations of Czech children´s books.)
Zlatý máj, 32, 1988, no. 9, pp. 523-527
2 figs.

The present stage of Czech illustrations is characterized by a more profound work with the text. In previous periods the illustrator drew on his own experience from what he had read in the text and preserved his artistic manuscript. Now illustrators have begun to pay greater attention to the differentiation of literary genres and styles. The change in illustrators´ approach also relates to changes since the mid 1970´s, i.e., a richer structure of children´s books published in this country. The author demonstrates this on a number of quality books published by Albatros, this from the point of view of their content, illustrations and layout: namely The King, the King he played the bagpipes (1984), The Key to the Kingdom (1985), Do not rouse the plums (1984), Cat and Kittycat (1983), Spectaclets (1981), Maxidog Pig (1982), etc.

514. ŠVEC, I.: *The 1988 Medalist for Illustration, Dušan Kállay.*
Bookbird, 26, 1988, no. 3, pp. 7-9
1 photo, 4 figs.

The work of Slovak artist Dušan Kállay, awarded the H.Ch.Andersen award for illustrations of children´s books is presented. A survey is also given of awards which he has won in national and international competitions and a list of independent exhibitions is included of the artist´s work at home and abroad.

515. *1987 BIB Awards.*
Bookbird, 25, 1987, no. 3, pp. 12-16

A survey is given of 1987 winners of the Bratislava Illustrations Biennium. At its 11th meeting the BIB Jury evaluated more than two thousand original illustrations by authors from 50 countries. The Grand Prix was awarded to Hannu Taina, Finland, the Golden Apples went to Jiří Běhounek (CSSR), Manuel Boix (Spain), Antoni Boratyňski (Poland), Robert Brun (CSSR) and Leonid Domin (USSR). Ten artists were awarded the BIB plaque, honorable mentions were awarded to four artists and to four publishers.

516. *1988 Hans Christian Andersen Award Winners.*
Bookbird, 26, 1988, no. 2, pp. 3-4
2 photos

The 1988 Hans Christian Andersen Award winners, Dutch writer Annie M.G. Smith (born 1911) is presented whose books have been translated into many languages and Slovak painter Dušan Kállay (born 1948) are presented. The two award winners were selected by a Jury from a list of nominated authors and illustrators from 17 countries. Honorable mentions were presented by the Jury to French poet Claude Roy and Japanese illustrator Yasuo Segawa. The report presents the work of all the commended authors.

517. Vse nachinayetsya s detstva. (All begins from childhood.)
Doshkoĺnoye vospitaniye, 1988, no. 3, pp. 46-47
1 photo
Sergei Vladimir Mikhalkov (born 13th March 1913) is one of the authors of the Soviet anthem, poet and public figure, writer, dramaturgist, journalist and editor-in-chief of "Fitil" the Soviet satirical film magazine. His memories of youth and his view of contemporary children's literature are given.

518. WELLER, J.: The Canadian Picture-Book Scene.
Bookbird, 26, 1988, no. 1, pp. 8-10
18 refs.

A survey is presented of picture books recently published in Canada. Their artistic and aesthetic standards are evaluated and analyses those which the author considers to be most significant analysed. Of the 104 children's books published in Canada 62 were in English, the rest in French. Of the 41 titles which had been assessed by the specialist commission 19 were assessed as being outstanding and many obtained various awards.

519. ZIGOVÁ, E.: Spisovateľka, ktorá sa usiluje čistotou a krásou jazyka pestovať čistotu a krásu porozumenia medzi ľuďmi. (A writer who through purity a beauty of language strives to inculcate purity and beauty of human understanding.)
Predškolská výchova, 43, 1988/1989, no. 3, pp. 10-11
1 photo

An assessment is presented of the work of Honoured Artist Mária Ďuríšková. A considerable part of her work is devoted to pre-school children. In her works for this age groupthe principal heroes have such qualities as comradeship, the readiness to help others, good relations with siblings and friendliness. She underpins such ethical values which especially in pre-school age, i.e., the period when the child's ideas about inter-personal relations are formed, help the nursery school form the children's characters. The author has also written several successful books for childrem of school age.

see also entries nos 330, 388, 473, 550

11.6 Children's Theatre and film

520. HEINEMANN, K.-H.: Wirklichkeit aus erster Hand.
(First hand experience.)
Spielen und lernen, 1988, no. 9, pp. 28-30
7 photos

The author describes the experience of a teacher in avillage nursery schools who together with the children made a number of films and photographs. At her school she built a small film studio where the children act in short films which are based on situations from everyday life or on stories which they know from children´s books. They also participate in the filming as technicians and assistants. The whole village is in fact involved in this activity and the results are shown publicly in the pub.

521. KALFINA, A.: *Da săzdavash radost, da tvorish krasota!*
(To arouse joy, to create beauty.)
Preduchilishtno văspitanie, 16, 1988, no. 3, pp. 31-32

The puppet ensemble of nursery school teachers operated by the Central House of Teachers in Sofia celebrates its 40th anniversary. The teachers play to nursery school children at the Central Puppet Theatre twice a month. The article is devoted to the work of the ensemble.

522. MEIER, Ch. - STREULI, B.: *Im Puppentheater leben die Dinge , deshalb ist unsere Verantwortung gegenüber dem Kind so gross.* (In the puppet theatre objects are animated and that is why our responsibility to the children is so great.)
Der Schweizerische Kindergarten, 78, 1988, no. 2, pp.4-8
3 photos

A good puppet theatre is entertainment and a good means of education. Fairy tale beings appear in the traditional theatre but Kašpárek, the little joker ist the principal character. He always appears on stage first, he is jolly, helps everyone and is never at a loss. The children identify with him, help him, he is their model. There are discussions on whether the children are not shown ideal, unreal persons. The other puppets are also unreal. As in fairy tales they are imaginary but project genuine human existence. Through the puppet play the child experiences victories and defeats, errors and corrections. Good must, however, always win. And the child thereby gains faith and confidence in the power of good and confidence in man. The theatre thus contributes towards the development of a positive attitude to life.

523. PROVAZNÍK, J. - ROŽÁNKOVÁ, B. - ČERNÁ, I.: Děti, hry, divadlo. (Children, plays, the theatre.)
Československý loutkář, 38, 1988, no. [illegible], pp. 134-135

An article devoted to drama ed[illegible]on in the nursery school. J. Provazník who [illegible]ised this area of education in no. 1 underpins the work of nursery school teachers in the Tábor district where drama education is well and thoroughly conceived. A seminar was organized to discuss this matter. The content of the seminar is discussed and concrete examples of work with nursery school children described.

524. Severočeské mateřinky. (Nursery school teacher training schools in Northern Bohemia.)
Československý loutkář, 38, 1988, no. 9, p. 212
2 photos

The North Bohemian region is known for its long puppetry tradition in the nursery school. Nursery school teachers have always been involved in the puppet theatre and there is even a regional festival - the latest being held on April 22, 1988 at the Intrinsic Theatre in Liberec. The fact that puppetry has a good background in this region is borne out by the number of ensembles and the quality of the performances. The festival was concluded with a seminar and a public evaluation of the individual performances.

525. Svět loutkového divadla.(Sest. K. Sokol.) (The world
of the puppet theatre. Compiled by K. Sokol.)
Prague, Albatros, 1987
Rev.: Červenka, J.: Čtení o čtení a o jiných věcech
(Reading about reading and about other things.)
Predškolská výchova, 43, 1988/1989, no. 4, pp. 30-31

An anthology is presented containing articles, practical contemplations, and the thoughts of Czech theoreticians, puppeteers and literary scientists specialising in aesthetics and the theatre. The articles are arranged in historical sequence from the 1870's to the present.

526. TAUSSIG, P.: Film a dětská literatura. Honzíkova cesta.
(Film and children's literature. Honzík's travels.)
Zlatý máj, 32, 1988, no. 4, pp. 243, 244

Honzík's travels, by Bohumil Říha, which has become a classic children's book was adapted into film and produced in 1956. This was the full-length film debut of director Milan Vošmík, which in 1957 was awarded the Grand Prix in the category of films for the youngest children at the Venice Film Festival. The film which not only developed the excellent book but also was remarkable for the choice of excellent child actors has become legend which should be seen by every successive generation, actually it should be the first film they should see.

527 UVAROVA, N.: Oshivi kuklu! (Animate the puppet!)
Seḿya i shkole, 1988, no. 6, pp. 47-49
3 photos

Parents who initially played the puppet theatre for their own children now appear in nursery schools with their puppets. The family with three children write puppet plays, the music, and make the puppets. Their plays are joyful, understandable for the pre-school child. One stimulus for this family theatre was that the mother found her children to be timid and not very active. She therefore sought help from the puppets. Now together with their parents the children speak, improvise, sing and play musical instruments to entertain and stimulate other children.

528. VODĚRA, M.: Loutkové cesty do duše nejmenšího diváka. (Puppet roads into the soul of the smallest spectator.) Predškolská výchova, 43, 1988/1989, no. 4, pp. 11-12
1 photo

The regional festival of amateur theatres of nursery school teachers in the North Bohemian Region was held in Liberec. Taking part were teachers who operate puppet theatres in their nursery schools. The festival also included a seminar with the specialist evaluation of all performances. The evaluation was made by specialists of the Institute for Cultural Education in Prague and the Intrinsic Theatre in Liberec. The July tactfully pointed out the shortcomings of the individual performances and gave advice to the teacher. For the festival Loutkářská Chrudim (Puppet Festival in Chrudim 1988) the Jury selected a play performed by the puppet ensemble of teachers of the 14th nursery school in Jablonec nad Nisou. A similar festival was held in the Prague-East district. Every performance was novel, many had unusual themes and performance. Each performer had the opportunity to learn something from the others and to follow his own imagination.

see also entry no. 533

11.7 Children's radio and television

529. Das Kinderprogramm des Fernsehens DRS. (DRS Children's television.)
Der Schweizerische Kindergarten, 78, 1988, no. 10, pp. 25-26

The first children's programme for pre-school children was launched in 1964. In the USA, following the so-called sputnik shock a programme for pre-school children was started which stimulated and taught children. The transmissions were attractive and presented in such a manner as to allow children from less stimulating backgrounds to draw on it. The programme did not meet its expectations, it did not bring children from the less stimulating gackgrounds up to the level of other children, the differences between the social groups even increased. This was why in the 1970's a simple and stimulating programme was launched. The impact of TV on children is immense and there is the danger that children will consume the programme without differentiating and selection. The programmes should therefore stimulate, lightly and playfully, not showing off the authors' educational goals. The response to popular programmes and moderators is immense and the children have already sent in 6000 drawings. The TV people are now trying to persuade the parents to join their children in viewing the children's programme.

530. RATYŃSKA, H.: Potrzeby rozwojowe dziecka a telewizja. (Development needs of the child and TV.)
Wychowanie w przedszkolu, 41, 1988, nos 7/8, pp.453-459
8 photos
The results are presented of an international conference held in April 1988 in Poland and centering on television works for children.

531. TROJANOWSKA, B.: Czy telewizja moze być naszym sprzymierzeńcem w pracy z dziećmi. (Can television be our ally in our work with children?)
Wychowanie w przedszkolu, 41, 1988, no. 6, pp. 330-333
1 ref.

The role of TV in our life is continuously increasing. The author contemplates on how television can be used in work with children and how children should be taught to use TV programmes for their development and not only as something to fill their leisure time.

532. VESELÁ, J. - TONINGEROVÁ, M.: Televize a děti. (Television and children.)
Děti a my, 18, 1988, no. 4, pp. 5-7. Part 2
1 photo

The authors discuss the problem of children's television viewing, this both from the point of view of their health (headaches, sight disorders, spine and body posture disorders owing to long hours of viewing), with regard to their psychic state (information stress which results in fatigue, disorders of concentration and attention and even moral problems which are projected into the children's value orientation). Some studies have shown that the higher is the child's IQ, the broader his interests and the greater his activity the less he will view television. In order that television should genuinely fulfil its educational and recreational role it will have to become but one of the many forms of leisure time activities.

see also entry no 65.

11.8 Children's festivities

533. GRAF, V.: Projektwoche - Theater: Spielen und Experimentieren. (The project week - theatre: to play and experiment.)
Der Schweizerische Kindergarten, 78, 1988, no. 4, pp.15-19
10 photos, 2 figs.

A week is described during which children and parents could play together, dramatize, stage pantomimes: happy experimenting was the main aim. Some parents came every day, others occasionally, almost all fathers attended on Saturdays. The children thus became acquainted with their friends' parents and the parents got to know the other children. On the first day parents and children from one family represented one animal species and tried to find each other. On the next day the children and their parents wore masks and played short theatrical scenes, then on the following day the parents and their children helped each other make up and then moved to the sound of music. One day there was a shadow show and on the last day the parents and their children staged "The fairy and her magic telescope". The week ended with a carnival.

12 EDUCATION OF CHILDREN WITH SPECIAL NEEDS

534. FAGAN, J.: Dyslexia: A Review of Current Knowledge.
Early Childhood Education, 21, 1988, no. 2, pp. 8-13
27 refs.

Canadian pediatrician J. Fagan discusses the latest knowledge about dyslexia whose incidence has been rising in the past 25 years. He first deals with different concepts of dyslexia as treated by leading authors in the recent past. He points out that dyslexia should be approached as a comples speech disorder. Finally J. Fagan discusses therapy.

535. FAGAN, J.: *Helping Hyperactive and Inattentive Children by Changing Their Diets: Truth or Myth.*
Early Childhood Education, 21, 1987/1988, no. 1, pp. 12-15
2 tabs., 16 refs.

Pediatrician J. Fagan discusses B. Feingold's book "Why Your Child is Hyperactive"(New York, Random House, 1975) which recommends a new approach to the treatment of hyperactivity and inattentiveness in children using a special diet. 12 specialists have studied the new method and the results of their study did not statistically confirm the effectiveness of the new method to the extent anticipated by B. Feingold. Many parents know the method and use it and the pediatrician is therefore often asked for advice. J. Fagan recommends that in case the method proves to work the parents should proceed but should also administer suitable medication as recommended by the pediatrician and this complex treatment should be completed with behaviour therapy. In Dr. Feingold's initial concept diet was the sole therapy.

536. KUTTNER, L.: *Alleviating Pain and Distress in Childhood Chronic Illness.*
International Journal of Early Childhood, 19, 1987, no.2, pp. 44-50
8 refs.

It is stated in the introduction that while physicians have already succeeded in eliminating pain in surgery not much has as yet been done to alleviate distress especially in long-term or chronic illness. The authors inform the readers of the method developed by Canadian psychologists which allows parents to favourably impact on their child's mental state before feared medical interventions. Examples are given of different techniques, such as breathing, blowing, diverting attention, etc., which are scientifically documented.

537. MOENCH, T.: Alles unter einem Dach. (All under one roof.)
Spielen und lernen, 1988, no. 9, pp. 14-16
3 photos

A report is presented on the work of an interdisciplinary centre which devotes itself to mentally retarded and otherwise disabled children. The centre is staffed by medical specialists, psychologists, therapists and special education staff who draw up a special individual programme for every child. The said Hessen model project which helps disabled children and their parents has been in operation for the second year running. By early intervention it allows for the reeducation and compensation of the disability. The interdisciplinary concept of care of the early development of disabled children assumes close cooperation between physicians, therapists, a specialist in special education to allow for a complex approach to the child conceiving his as a specific individual and addressing his problems in conceptual unity.

538. ROLICKA, G.: *Fenyloketonuria.* (Phenylketonurie.)
Przyjaciel dziecka, 1988, no. 12, pp. 5-6

Phenylketonuria is a genetic disorder of the metabolism which when not treated in early childhood causes severe mental retardation and subnormal development. The article proceeds from experiences gained by the Circle of Friends of Children Suffering from Phenylketonuria in Wroclaw, mentions the symptoms of the disease and diet therapy.

see also entries nos 100, 165, 429, 504

12.2 *Behaviour disorders*

539. BÜTTNER, CH.: *Mit aggressiven Kindern leben.* (To live with aggressive children.)
Basel, Beltz Verlag 1988
Rev.: Kurz, J.
Der Schweizerische Kindergarten, 78, 1988, no. 11, p. 30

Broadly discussed is the problem of aggressivity. The author points to the possible roots of aggressive behaviour in children, i.e., in family rearing and underlines the use of games for diagnosing and treating aggressivity.

540. ROSSETTI-GSELL, V.: *Das kindliche Ritual und seine Bedeutung.* (Children's rituals and their importance.)
Der Schweizerische Kindergarten, 78, 1988, no. 12, pp. 8-15
11 photos, 6 refs.

The author is a psychologist and a therapist in the field of psychomotor disorders in children and adolescents. She writes that the ritual is always conditioned by space, time and other factors. It always takes place at a certain time and in a certain place. The ritual is characterized by a amount of certain stress and unusual content. The ritual may be used to identify the problem causing behaviour disorders in children and to seek ways of treatment and correction. The described rituals were used in the individual therapy of difficult and maladjusted children: the admission ritual for removing the child's fear of separation, the protective rituation during games, the ritual building of the "house" for restoring the child's self-conficence, games with motor cars for removing fear, the use of music in ritual behaviour.

541. WEXBERG, E.: Sorgenkind. (The problem child.)
Stuttgart, S. Hirzel Verlag 1987
Rev.: Hug, B.
Der Schweizerische Kindergarten, 78, 1988, no. 6, p. 24

Problem children are considered to be such children who have a poor prediction for future development. They include children with an inclination to tell lies, who have such characteristics as anxiety, ambition, are lazy, but some can also be model children. The author points to factors which influence the child's development: the child's physical pre-requisites, sex, social and material environment, family, reacing and education. If we are to understand such a child we shall have to know the experiences and factors which have caused his problem behaviour.

12.3 Speech handicaps

542. BURČÍKOVÁ, V. - KOLAJ, D.: *Dieťa, ktoré odmieta rozprávať.* (The child who refuses to talk.)
Predškolská výchova, 43, 1988/1989, no. 3, pp. 18-19
4 refs.

There are in nursery schools children who find it difficult to communicate with both adults and their peers. One such disorder is elective mutism which is manifested by the child's long-term refusal to speak in a certain environment or in the presence of certain people. The example is presented of a little girl who came from bilingual environment. She loved nursery school but refused to speak to the teachers and to the other children. The approach to the child was discussed with the psychologist and on his recommendation the teacher decided that they would take no notice of the child's silence, not to arouse a guilt feeling in her, they would not push themselves on her and would lead the other children to play with the little girl. The teachers used non-verbal means (bringing something), used drawing and praised the child for her activity. The little girl first began to speak in whispers. She was recommended for school entry and in primary school she already spoke normally and became fully involved in the work of the class.

543. DOMELOVA, G.: *Elementi logopedii.* (Elements of speech therapy.)
Warsawa, Wydawnictwo Szkolne i pedagogiczne 1987
Rev.: Otázky defektologie, 30, 1987/1988, no. 7, p. 331

The book is the basic study textbook for nursery school student teachers in Poland. It provides basic knowledge in phonetics, the development of child speech, speech defects and handicaps, the foundations of speech examination and speech therapy documentation, the organisation of speech therapy in the nursery school. The major part of the publication is devoted to the methodology of speech therapy.

544. KHRISTOVA, I.: Dvigatelnata deynost v korektsionniya protses pri zaekvashtite. (Movement activity in the process of correcting stammering in children.)
Preduchilistno văzpitanie, 16, no. 3, pp. 24-27
2 refs.

Research proved that stammering in children is accompanied by poor motor coordination, disorders of volition, unstable and shallow attentiveness. In such children it will be necessary to regenerate their motor, speech and respiration dynamism. This will be enhanced by exercises and respiration rhythmics.

545. JANOTOVÁ, N.: Výslovnost předškoláka. Na cestu do logopedické ambulance. (The pre-school child´s pronunciation. On the road to the speech therapist.)
Rodina a škola, 35, 1988, no. 3, p. 9

It is only when the child is to enter primary school that many parents begin to heed the recommendations of their pediatrician or nursery school teacher to take their child to a speech therapist. Many parents are then surprised to learn that their child cannot learn to speak properly at such short notice. It is very important that the parents observe the instructions of the speech therapist to regularly exercise with their child. The author lists the most frequent pronunciation disorders, their manifestations and causes in pre-school children and emphasises the importance of prevention: namely the parents´ correct pronunciation and their regular talks with their children.Such moments will create the desirable atmosphere of the peaceful home which develops not only the speech performance of the child but also his personality.

546. YELAGINA, M.: Pochemu rebenok ne govorit. (Why the child does not speak.)
Doškoĺnoye vospitaniye, 1988m no. 4, pp. 44-52

The causes of retarded speech development in children may be physiological and psychological. The psychological causes may originate in the preparatory stage of speech development or during the child´s transition to active speech. The satisfaction of the child´s needs as regards contact with adults have decisive importance for his psychological development and especially for his speech development. The development of this need depends on the adults. The need of social contact develops when the child´s vital needs but also his intellectual needs are met, i.e., through emotional, cognitive and operative contacts. Lack of such contacts is usually the main cause of retarded speech development. The said knowledge should be the basis for diagnosing the causes of retarded speech development. The main content of the process of diagnosis should be the study of the child´s behaviour, general and speech-related, his behaviour in contact with the adult who is most involved in his rearing. Only thus can the psychological causes of such retardation be revealed. Often the cause will be the incorrect impact of the adult. The diagnostic examination will often show that the adult involved in the child´d rearing should change his/her forms of contact with the child.

547. PEUTELSCHMIEDOVÁ, A.: Kdo mi, děti, poví, (Who will tell me children.)
Predškolská výchova, 43, 1988/1989, no. 3, pp. 29-30

Komenium, national enterprise has issued a series of gramophone records entitled Who will tell me, children? with the subtitle "Programme for the speech education of children of pre-school and young school age". The series consists of two discs whose content is divided into eleven chapters. The programmes are arranged according to the difficulty of the practiced sounds, their importance and frequency in the incorrect articulation of children. Each chapter contains a set of exercises, e.g., nursery rhymes, melodious songs and movement games. The methodological guide to the set consists of three parts. The first addresses the parents, the second contains the text recorded on the discs and explanations for pedagogical workers and parents for work with the children and the discs, the last part of the methodological guide contains methodological guidelines for speech therapy, games and a brief characteristic of sounds, it is designed for specialists, nursery school teachers and speech therapists.

548. ZOLLINGER, B.: Spracherwerbsstörungen. (Disorders of speech development.)
Bern-Stuttgart, Verlag Paul Haupt 1987. 158 pp.
Rev.: Der Schweizerische Kindergarten, 78, 1988, no.10, p. 24

A detailed description of processes which determine speech development are presented together with the enumeration of the principles underlying individual intervention and therapy of retarded speech development in young children. An overview is presented of the dynamics of speech development and interaction difficulties.

see also entries nos 370, 377

12.4 Mental retardation

549. MARKOVÁ, E. - STŘEDOVÁ, L.: Mentálně postižené dítě v rodině. (The mentally retarded child in the family.)
Praha, SPN 1987, 128 pp.
Rev.: Francová: Teorie a praxe speciální pedagogiky 1, 1988/1989, no. 2, p. 130

Part I of the book is entitled Experiences with the rearing of the mentally retarded child and deals with the development of such a child from birth, namely feeding, hygiene habits, perception, motor functions, training for independence and dilligence. Attention is also devoted to aspects of compassion and love, and to the problems of relations between the mentally retarded child and his siblings. Part two of the book entitled Theory and practice of the psychologist presents specialist knowledge both theoretical and practical which is suitable for parents of mentally retarded children. Concrete cases are given.

550. SWENSEN, S.H.: Kim Can Also Read: A Picture Experience.
Bookbird, 25, 1987, no. 4, pp. 10-12
1 photo, 2 figs., 3 refs.

A description is presented of the experiment carried out with the J. Machad´s book Ida a volta (The track - invisible adventure) which has no text. The story is told by pictures of tracks - the reader can read from the tracks all about the activity of him who made the tracks. Since 1976 when it was first published, the book has been published in many countries. The author of the article S.H. Swensen used the Portuguese book for an experiment in teaching mentally retarded children who learned to "read" the book. 17 year old Kim a pupil with Down's syndrome and after him many other mentally retarded children experienced much joy over the book and it made them very happy which was very useful for their development. Such books should be published for mentally retarded children.

12.5 Motor handicaps, laterality

551. KRACÍK, J.: Výchova tělesně postiženého, nemocného a zdravotně oslabeného dítěte v rodině. (Rearing a physically handicapped, ill and delicate child in the family.)
Otázky defektologie, 30, 1987/1988, no. 9, pp. 400

As early as possible after the birth of a physically disabled child the role of the parents of the child should as quickly as possible be changed from that of people who have suffered grave misfortune to the role of specialists who will try to develop the child's every ability and will prepare him albeit disabled for future life in society. Information on the child's health condition and his prognosis should be provided to the parents as soon as possible together with guidelines for the child's rearing and education also to let them know that they are not alone with the disabled child. Parents of a disabled child who in pre-school age has not been placed in a nursery school are invited to turn to the nursery school for guidelines and methodological instructions for rearing and educating the child in the family.

12.6 Sensory handicaps

552. CHEREDNICHENKO, V.: Doktor Rakhmaninov: bez operatsii.
(Doctor Rakhmaninov - without surgery.)
Seḿya i shkola, 1988, no. 10, pp. 50-52
5 photos

Doctor Rakhmaninov treated patients with hearing disorders and secondary neuropsychic disorders by hypnosis, initially in a therapeutical centre. In 1986 the Ministry of Health of the USSR verified the results of his work and authorised the establishment of a psychotherapeutical centre with 60 beds in Petropavlovsk. One of the main preconditions for successful treatment is cooperation with parents who record even the smallest achievement of their child on a daily basis. Another pre-requisite is an aesthetic environment, an atmosphere of attention and kindness to the children. The children attend various hobby groups (dancing, art, singing). The results are evident especially in children with residual hearing. Over eight years Rakhmaninov treated some one thousand children and hearing improved in the prevalent majority of his patients.

553. **FAJČÍK, J.** *Stručný prehíad materských škol pre sluchovo postihnuté deti v SSR.* (Brief survey of nursery schools for children with auditory handicaps in the Slovak Socialist Republic.)
Teorie a praxe speciální pedagogiky, *1*, 1988/1989, no. 2, pp. 125-128

A brief historical survey is presented of the development of nursery school education of children with auditory handicaps in Slovakia from 1836 to date and the respective nursery schools are enumerated. The author points to the irreplaceable role of these schools for preparing children for primary school attendance. The difference in the level of children entering first grade from such special nursery schools and children coming from families is remarkable.

554. **NOVOTNÁ, J.:** *Některé zkušenosti ze specifické výchovné péče o sluchově postižené děti.* (Some experiences with specific educational care of children with auditory handicaps.)
Psychológia a patopsychológie dieťaťa, *23*, 1988, pp. 171-184
12 tables

The study deals with problems which predetermine the application of the child with the auditory handicap in society, his socialization. The results of the study (monitored were 499 disabled children) have confirmed that there are shortcomings in the educational system and in guidance and counselling for families with children with auditory handicaps, e.h., late indentification of diability, belated rehabilitation. For practice this means that all available resources should be mobilized in the health system, in the educational system and in the system of social wellfare.

555. PELOUŠKOVÁ, M.: Smyslová výchova v mateřské škole pro nevidomé. (Sensory education in the nursery school for the blind.)
Teorie a praxe speciální pedagogiky, 1, 1988/1989, no, 4, pp. 169-172

Sensory education in the nursery school for the blind must permeate all activities. The educator must base his work with blind children on the knowledge that the lack of visual perception must be compensated by other senses, namely by the child's tactile and hearing abilities. Various concrete examples are given of hearing exercises (sound guesses, hearing orientation), the development of tactile perception (technique of active perception, threading beads, the use of various types of tactile materials, "reading" relief pictures, modelling, tactile use of the feet, etc.) also learning to discern objects by their smell and taste.

556. PELOUŠKOVÁ, M.: Vytváření matematických představ v mateřské škole pro nevidomé. (Developing mathematical terms in children attending nursery schools for the blind.)
Otázky defektologie, 10, 1987/1988, no. 9, pp.395-399

The development of mathematical terms is extremely demanding for blind pre-school children but is absolutely indispensable bearing in mind instruction in 1st grade of primary school. It requires the use of special aids and methods of work. Educational games during which pupils handle concrete objects are the basic form. The quality of preparation corresponds to the length of the child's attendance of the nursery school for the blind. Two years' attendance appears to be optimal for children with physical or mental retardation and three years´ attendance is required for children with severe motor disability.

557. POTMĚŠIL, K.: K úrovni psychomotorického výzkumu sluchově postižených dětí v mateřské škole. (The level of psychomotor research of children with auditory handicaps in the nursery school.)
Teorie a praxe speciální pedagogiky, 1, 1988/1989, no. 2, pp. 73-75

The research was centred on children with auditory handicaps placed in residential nursery schools. The children´s achievement in the psychomotor area was compared with healthy children with identical history and attended day nursery school. The aim of the experiment was to identify whether and to what extent children with auditory handicaps placed in residential care are exposed to the psychic load of separation from their family and whether the said negative factors are manifest in the quality of their psychomotor performance. The results of the experiment showed that as for this group of children placement in residential nursery school did not have unfavourable in fluence on their psychomotor performance and to a certain extent on their mental development as well.

12.7 Development diagnosis

558. KARÁSKOVÁ, M. - MERTIN, V.: Využití údajů pedagogické diagnostiky pro individualizovanou pedagogicko-psycholotickou péči. (The use of pedagogical diagnostic data for individualised educational psychology care.)
Predškolská výchova, 43, 1988/1989, no. 1, pp. 3-6
1 supplement, 8 refs.

The "Observation scheme for assessing children's ability for school entry" by Prof. O. Kondáš. The handbook is designed for nursery school teachers and contains 15 basic areas (given in Supplement) which the teacher monitors by observing the children in everyday situations. Informative standards are drawn up for the Slovak child population. The guidelines were used for observing 100 children in Prague nursery school. The authors suggest partial modifications to be made for the data collection to be more unambiguous. At present the observation scheme is being tested in routine practice in the Liberec district. The practical application of the observation scheme requires special preliminary training.

559. KOLUCHOVÁ, J.: Diagnostika a reparabilita psychické deprivace. (Diagnostica and reparability of mental deprivation.)
Praha, SPN, 1987, 139 pp.
Rev.: Predškolská výchova, 43, 1988/1989, no. 1, p.29

The publication presents the latest knowledge of the given problem area. In the chapter Manifestaions and possibilities of treating psychic deprivation the authors indicate that it now seems that deprivation will be easier to cure that was previously believed. The chapter on diagnostics discusses ways of identifying data on children. In the chapter "Problems of child care in children raised outside their own family" the authors outline the difficulties of such care. The publication also contains information on the research of children in foster care in the district of Olomouc and a report on three conferences on fostering in the years 1979-1984.

see also entries nos 112. 206, 382, 545

13 ENVIRONMENTAL EDUCATION

560. NIKOLAYEVA, S.: *O nekotorekh podkhodakh k ekologicheskomu vospitaniyu detey.* (Some approaches to the ecological education of children.)
Doshkolnoye vospitaniye, 1988, no. 12, pp. 51-54

Ecological awareness is formed in two ways: spontaneously or through deliberate rearing and education. The term ecological culture which is used in pedagogy relates to the ecological education of children. Forming ecological awareness and culture is a long-term process which is impacted upon by ideology, politics, art, science, production practice. It should be started in pre-school age. Ecological education in pre-school age proceeds in two directions: the education and development of the ecological awareness of adults (teachers, parents) and the education of ecological awareness in the children themselves. In the Dzhershinski district of Moscow a people's university has been organized addressing the questions of ecological education. The pre-school department of the university had drawn up a programme of a two-year seminar for parents and teachers. Experiences with work in the seminar have helped to define the most important tasks of pre-school institutions in this area, namely: ideological work with the children's collective; the education of parents; creating "natural" conditions in the institution; annual planning and the pedagogical aspects of teaching children about nature; gathering the best pedagogical experience. The implementation of the said tasks should be discussed at staff meetings.

561. TOLL, C.: .... nur ein Sträusshen. (Only one little flower.)
Spielen und lernen, 1988, no. 7, pp. 20-22
1 photo, 6 figs.

The author contemplates the education of the child's attitude to nature conservation. She points out that it is against common sense to show pictures of flowers to small children and not to let them go out and touch the real thing in its natural surroundings. However, it is strictly prohibited to pick flowers and she writes that the total ban on picking all flowers is unnecessary. Flowers that are not rare and thereby not protected should be used for educating children in that they should be allowed to pick them, possibly to take them apart or to dry them or to preserve them in their harbarium. Through this activity the children should be taught that flowers should not be destroyed and picked midlessly.

13.1 Pre-school environmental education

562. GALCHEVA, K.: *Ekologichnoto vǎspitanie pri obuchenieto v detskata gradina.* (Ecological education in the nursery school.)
Preduchilishtno vǎspitanie, 16, 1988, no. 1, pp. 31-33
3 refs.

Ecological education should provide children with the foundations of the positive attitude to nature, to give them knowledge about nature and to inculcate in them a moral attitude to nature (ecological awareness) intellectual ecological thinking and aesthetic awareness of nature. The author describes such education of 5-6 year children and informs of the results.

563. GRADOBOYEVA, T.: *Ekologicheskoye vospitaniye detey.* (Ecological education of children.)
Doshkoĺnoye vospitaniye, 1988, no. 7, pp. 6-8

The year-round observation of nature and work in the garden is described. The children entered their impressions from walks in the woods in an album which was entitled "The wood - our wealth", they also made posters and drawings entitled "Protect the Forest!" The children's works were exhibited during a meeting with parents which discussed environmental education of the children. On the nursery school plot a nature path was built, a nursery, a zone of work and rest with natural speciments, such as an old linden tree and an ant-hill. The "Gree Pharmacy" is a place where the children grow medicinal herbs. On the nature path they learn to behave in nature. The project is a great success and the children have come to love nature and to protect it.

564. KITANOVA, V.: Zhivotnitse v prirodniya kăt. (Animals is the living nature corner.)
Preduchilishtno văspitanie, 16, no. 2, pp. 27-30

Fish and birds are best suited for "corners of living nature" in pre-school institutions. The article contains guidelines on how to build an aquarium and what fish to keep in it, how to select birds and what a good bird cage should look like and how to look after the birds and animals in general.

565. KOTLÁNOVÁ, M.: Motivace dětí k ochraně přírody. (Motivating children for nature conservation.)
Predškolská výchova, 43, 1988/1989, no. 2, pp. 16-17
2 photos

Experience is presented with work in a nursery school which has been built in the midst of greenery, with beeches and chestnut trees in the garden. This stimulated the head teacher to establish cooperation with the gamekeepers society and in the autumn the children collected chestnuts and beechnuts. They were shown how important this work was for the animals to survive the winter and it also became an emotional experience motivating them to collect as many masts as possible. The nursery school was awarded a diploma with the badge of the "Young Conservationist" by the gamekeepers' society. The children found from their own experience what it means to be a nature conservationist, why nature deserves to be protected and conserved and how this function is practically implemented.

566. LAJČIAKOVÁ, M.: Tvorba a ochrana životného prostredia.
(Creation and protection of the environment.)
Predškolská výchova, 43, 1988/1989, no. 2, p. 15

The children's attitude to nature is formed by their active relationship to nature and through their own activity. Experience is presented with the use of a nursery school garden throughout the year. The children became intimately familiar with nature and also viewed the TV programme for nursery schools. Playing the young conservationist became so popular that they spontaneously kept the area around the nursery school tidy, together with their parents they maintained the trees which their parents had planted. When pre-school children learn to keep their things in order, when they learn to keep their surroundings tidy, they learn the considerate attitude to everything provided by nature and produced by man.

567. LECKÁ, A.: Základy svetonázoru v predškolskom veku.
(Foundations of world opinion in pre-school age.)
Predškolská výchova, 42, 1987/1988, no. 2, pp. 16-17

The experience is presented by a teacher who built the foundations of world opinion in the nursery by focusing on nature and its laws and developing the correct attitude to nature in the children. She explained to the children natural phenomena and changes and introduced them to the world of work and to the development of science and technology.

568. **NIKOLAYEVA, S.:** Oznakomleniye doshkoĺnikov s yavleniyami prirody i trudom vzroslykh v raznije sezony.
(Acquainting pre-school children with natural phenomena and with the work of adults in the different seasons of the year.)
Doshkoĺnoye vospitaniye, 1988, no. 8, pp. 9-16

A detailed description is presented of how children became acquainted with seasonal phenomena on a one week a month basis. This method aroused the children´s constant interest in nature and stimulated the teachers involved attitude to environmental care. During one week every month detailed observation of natural phenomena, the weather, seasonal work of people is organised next to or within the usual activities. The results of the observation are entered in the nature calendar every day. This is done in all departments of the nursery school - adequately to the age of the children. At the end of the week the results of the observation are summed up and generalized and the teacher will recall them occasionally during the rest of the month. Every three months the teacher will sum up the results of the observation and the children´s experiences in a discussion on the typical characteristics of the given season. The children will thus observe and become familiar with the sequence of days, weeks and months of the year, will learn to know the four seasons, they will become aware of the circulation of life, natural processes, human life which must be in harmony with natural laws and must not violate them.

569. SELEZNEVA, M.: Ekologicheskoye vospitaniye doshkolnikov. (Ecological education of pre-school children.)
Doshkoĺnoye vospitaniye, 1988, no. 3, pp. 28-29

Experience is presented with environmental education in a nursery school where they started from the parents, asking them to coooerate in the following areas: to teach the children not to pick flowers inconsiderately, not to break shrubs, to behave considerately to living beings, to systematically explain to the children the inter-relations between man and nature, to draw their attention to the beauties of nature, to bring them up as considerate human beings, not to be wasteful (bread and other foods), to save food, water and power. The same principles were also put accross to the children by their teachers in their everyday activities in nursery school using not only nature observation, work in nature but also fiction.

570. ŠAŠINKOVÁ, E.: Nejkrásnější škola v přírodě. (The most beautiful school in nature.)
Estetická výchova, 28, 1987/1988, no. 8, pp. 231-232
4 photos, 1 fig.

The article discusses the concrete work of a nursery school camp organized by the nursery school in Vladivostocká street in Prague 10. The teachers at this school have organized such school camps for many years and the article is inspiring for other nursery school teachers who will take their children for excursions and school camps. The children learn to know and to observe nature, to find a positive attitude to nature. They search for interesting tree stumps, branches, firns, mosses and grass and create picture of ghosts, elfs and animals. This "fairy-tale forest" then becomes the goal of night excursions - the path has been signed by bits of white cloth and dangerous branches have been removed. All intensive experiences from the stay and from the night excursion are then projected in the children´s drawings. Drawing is incorporated in the time-table every day. The school camp ends with a carnival for which the children make their own masks.

see also entries nos 58, 364, 414, 415

13.2 Environmental education in the family

see entries nos 560, 569

14 THE CHILD´S ENVIRONMENT

571. ŽIŽKOVÁ, L.: Dětské zdravotní středisko. (The children´s health centre.)
Domov, 28, 1988, no. 3, pp. 8-11
8 photos, 2 figs.

An old and dilapidated villa in Prague was reconstructed in the years 1984-1987 and converted into a modern and genuinely children´s health centre. The garden is full of greenery and light, with roundabouts, toboggans, swings, the health centre is equipped with simple, safe and hygienic furniture, in lively colours, toys, a maize, vistas etc., all for children between the ages of one to 15 years.

14.1 Pre-school institutions: buildings, playfields, equipment.

572. LEHOTSKÁ, A.: Estetika jasĺového prostredia.
Aesthetic qualities of the crèche environment.)
Predškolská výchova, 42, 1987/1988, no. 5, pp. 19-21
1 photo, 12 refs.

The importance of aesthetic education in early childhood consists in that it closely links the aesthetic development of the child with the development of the other characteristics of his personality. Aesthetic education permeates all components of the educational impact, this not only through planned activities but also through the material and social environment. The aesthetic environment of the crèche affects the overall psychic state of the child; experiences with beauty create general satisfaction. The criteria applied to the choice of the individual elements in the crèche environment are stated. These elements include: 1. furniture and furnishings - carpets, curtains, wall coverings, 2. toys and educational aids, 3. the attire of the nurses and of the children, 4. pictures, flowers, wall posters.

573. LITVINOVA, M.: Fiskuĺturnaya ploshchadka detskogo sada.
(The nursery school playground.)
Doshkoĺnoye vospitaniye, 1988, no. 2, pp. 31-35
11 figs.

The nursery school playground area should be minimally 250 m^2 and should be located and equipped to serve not only physical education but also the independent movement activity of the children. The most important apparatus to be provided for such a playground is described, such as a gymnastics wall, bars, a running track and a landing area, mazes. The layout of the playgroud is described.

574. **MANĎÁKOVÁ, Z.**: Aktivita hodná nasledovania. (Activity worthy of following.)
Predškolská výchova, 42, 1987/1988, no. 8, pp. 22-23
2 photos

A gymnasium for crèche children is described which was built by self-help from a converted storage area. The children are brought here for PE, for morning warming up exercises and afternoon games. The gymnasium is equipped with apparatus which includes benches, mats, ladders, ropes, balls, wall bars, etc. The children themselves helped build the health path by collecting little stones on their walks. The crawling tunnel is short, and fixed to firm rings so that the children see to the end of the tunnel and easily oversome their fear.

575. **PREUSCHOFF, G.**: Grosstadt - nicht für Kinder? (The big city is not for children?)
Spielen und lernen, 1988, no. 4, pp. 19-11
5 photos

Realizing the generally limited possibilities of a natural way of life in the big cities the author strives to use every opportunity to make use of the little there is for the children. She states that urban development which devotes greater attention to the needs of children is in fact also better for the adults. She believes that living in the city is not very suitable for a healthy way of life but believes that even conditions in the cities may be used for the education of children by both parents and nursery schools.

576. RUSÍNOVÁ, V.: *Hrové aktivity na dětském hřišti.* (Play activities in the children's playground.)
Hračka, 23, 1988, no. 1, p. 18

Experience and observations from the German Democratic Republic are presented as described in the literature. The article discusses the arrangement layout and equipment of children's playgrounds, their concept and function. Toys and play objects are designed to stimulate the child's independent activities and to encourage him to set his own conditions for such activities.

see also entry no. 564

14.2 Dwelling; flats; children's furniture

577. BOHMANNOVÁ, A. - ČAPKOVÁ, I. - FILÍPKOVÁ, M. - MÜLLEROVÁ, V.: *Stůl v pátek i ve svátek. Děti a stolování.* (The table on weekdays and Sundays. Setting the table for children.)
Domov, 28, 1988, no. 3, pp. 28-31

Guidelines are given for educating correct eating habits and culture in young children and a survey is presented of types of tables and chairs which parents may purchase or make themselves. This includes furniture for infants, toddlers and pre-school children with trains correct body posture and is aesthetically impressive.

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